



Junior School Curriculum Newsletter Unit 2



Thursday 13 March

Dates:

21 Mar: Harmony Day Activities and Assembly

24 Mar: Indigenous Storytelling

25 Mar: School Photos

1 Apr: House Cross Country (9am)

3 Apr: Teddy Bear Hospital (Year 1)

4 Apr: End of Term 1
2.30pm Dismal

22 Apr: Term 2 Commences

24 Apr: Curriculum Day (Student Free)

25 Apr: ANZAC Day Holiday

28 Apr – 9 May: 8 Day Swimming Program (Not Wednesdays)

12 May: Cyber Safety Incursion

Transdisciplinary Theme

How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- *inspiration, imagination, creativity*
- *personal, social, and cultural notes and practices of communication*
- *intentions, perceptions, interpretations, and responses*

Central Idea

Images and symbols communicate ideas and information.

Key Concepts:

Function, Perspective

Lines of inquiry:

- How different images evoke different feelings
- How we interpret and respond to symbols
- How symbols communicate/convey information

Learner Profiles

Knowledgeable, Communicators and Open-minded

Approaches to Learning:

During this unit, we will be working on developing the following skills

Thinking Skills: *Creative thinking (Generating novel ideas and considering new perspectives)*

Thinking Skills: *Critical thinking (Analysing and evaluating issues and ideas, and forming decisions)*

Communication Skills: *ICT (Communicating using technology to gather, investigate and share information.)*

Literacy

Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Reading

During Reading, students will explore the distinctions between realistic fiction and fantasy. They will explore how, although the characters and settings in these genres are imagined, they can still feel very real and relatable. By comparing and contrasting the two genres, students will gain a clearer understanding of how stories are structured and how to recognise the different elements within each genre. As part of this exploration, students will also focus on character traits, analysing how characters think, speak, and behave throughout the story. This will help them better understand the characters' motivations and actions. Additionally, students will practice using their voice while reading dialogue and scripts, enhancing their ability to bring stories to life with expressive reading.



Writing

In writing, students will embark on the exciting journey of crafting their own narratives. Throughout this process, they will develop a deeper understanding of the essential elements of storytelling, including the creation of unique characters, vivid descriptions of settings, and the incorporation of a central problem and its eventual solution. The writing process; planning, drafting, revising, editing and publishing will be used. Students will focus on developing their ideas, organising their work, refining word choice, and improving sentence fluency, helping them become more effective and confident writers.



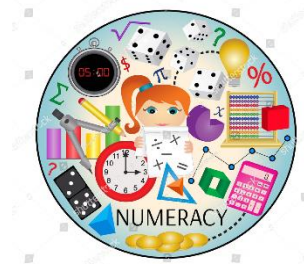
An essential component of the Junior School Literacy program is the SMART Spelling program. This program is designed to support students' spelling development by focusing on specific spelling patterns each week, which may include graphemes, digraphs, or trigraphs. As part of each week's spelling focus, students will engage in a variety of activities aimed at helping them grasp the meaning of the words on their list. These activities will encourage discussion around challenging aspects of the words, such as tricky spellings, and will also include an analysis of syllables and the various sounds that make up the words. This comprehensive approach to spelling will enhance students' understanding of word structures and improve their overall literacy skills.

Our spelling focuses will be:

Year 1:	Year 2:
➤ /ir/ as in shirt ➤ /tch/ as in watch ➤ /or/ as in fork ➤ /th/ as in feather ➤ /oa/ as in boat ➤ /ch/ as in chair	➤ Prefix re- ➤ /mb/ /m/ as in lamb/mouse ➤ /wr/ as in wrist ➤ /kn/ as in knee ➤ /ay/ as in tray ➤ /f/ as in fish

Numeracy

In Numeracy, the Junior School students will explore number patterns and develop strategies for finding missing elements, enhancing their understanding of sequences and relationships between numbers. They will also deepen their knowledge of time by learning to read clocks, calculate durations, and connect time concepts to daily activities. As part of this, we will explore the seasons and the calendar, helping students understand how time is measured across days, weeks, months, and years. Additionally, students will refine their problem-solving skills by using a variety of strategies to solve addition and subtraction problems, fostering flexibility and confidence in mathematical thinking. We look forward to seeing their growth in these essential skills!



Respectful Relationships

Next unit in Rights, Resilience and Respectful Relationships students will **Personal and cultural strengths.**

Activities within this topic area will assist students to:

- ✓ identify and describe personal and cultural strengths
- ✓ explain how these strengths contribute to family and school life
- ✓ identify ways to care for others, including ways of making and keeping friends.

