



Middle School Curriculum Newsletter Unit 2



Thursday 13 March

Dates:

17 Mar: Division Swimming (selected students)

21 Mar: Harmony Day Activities and Assembly

25 Mar: School Photos

1 Apr: House Cross Country (9am)

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

Where We Are in Place and Time

An inquiry into histories and orientation in place, space, and time through:

- *periods, events, and artifacts*
- *communities, heritage, culture, and environment*
- *natural and human drivers of movement, adaptation, and transformation.*

Central Idea

Exploration leads to discoveries, opportunities and new understandings.

Key Concepts:

Causation, Perspective, Change

An inquiry into:

- Reasons for exploration (historical and personal)
- How exploration has taken place over time and leads to change
- The consequences of exploration

Learner Profile: Communicators, Reflective, Open-minded, Inquirers

Approaches to Learning:

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

Communication Skills:

- Exchanging Information (*Listening, interpreting and speaking*)
- Literacy (*Reading, writing and using language to gather and communicate information.*)
- ICT (*Communicating using technology to gather, investigate and share information.*)

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

Literacy

Reading

Students continue to participate in regular reading sessions with their teacher. In the coming weeks some students will be part of literature discussion groups. During these sessions they will take on different roles within their group and be encouraged to analyse and critique texts, including different media. Students will develop their ability to think critically about the quality of the language used and the logic of an author's conclusions. They will continue to explore different strategies to solve unknown words when reading. Some strategies will include 'breaking' words into syllables and digraphs, using prefix and suffix, and finding smaller words and familiar words in large words.



Writing



Students will explore biography writing. Biographies are the stories of a person's life told by someone else. Biographies contain facts about a person's life, are written in chronological order and have an important story to tell. Students will learn how to use third person voice, past tense and include factual information with subheadings. They will further develop their reading skills by researching and note taking, identifying key information and summarising important events. Many biographies will be read to students to support them with their writing.

Furthermore, students will craft a hybrid text (Historical Narrative) which will be a true period of time integrated with our unit of inquiry 'Where We are in Place and Time' that looks at Australian exploration over time leading to change. They will develop their skills to add the first-person perspective with some relevant historical facts, correct date and era. Students will focus on writing an interesting introduction to hook the audience.

They will focus on their handwriting by using the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size. Students will continue to complete pages from their handwriting book and practise forming letters correctly whilst using the mini whiteboards.

SMART Spelling

Year 3

- Week 9 Term 1: The digraph 'ear' making the ear sound as in hear.
- Week 10 Term 1: Revision week.
- Week 1 Term 2: The digraph 'c' making the s sound as in city.
- Week 2 Term 2: The prefix – inter meaning between.
- Week 3 Term 2: Contractions.
- Week 4 Term 2: The digraph 'se' making the s sound as in horse.
- Week 5 Term 2: The digraph 'oi' making the oi sound as in coin.

Year 4

- Week 9 Term 1: The digraph 'wr' making the r sound as in wrist.
- Week 10 Term 1: Revision week.
- Week 1 Term 2: The trigraph 'que' and the graph k making the k sound as in antique and kitten.
- Week 2 Term 2: The digraph 'ou' making the eh sound as in famous.
- Week 3 Term 2: The digraph 'ch' making the sh sound as in chef.
- Week 4 Term 2: the digraph 'ai' making the a sound as in snail.
- Week 5 Term 2: The consonant suffix – ment.

Numeracy

Students will develop their skills to make comparisons, for example, Patterns and Relationships: Explore patterns and relationships between addition and subtraction facts. For example, if students know $7+5=12$, they can use that knowledge to find related subtraction facts like $12-5=7$. They will look at number patterns and find unknown quantities in number sentences.

Students will learn how to tell time to the minute, understand the relationship between units of time, converting between units of time and using 'am' and 'pm' notation to solve simple time problems.

Students will start to recognise the connection between multiplication and division. They will learn to divide two digits by one-digit numbers with solutions greater than ten. Students will begin multiplying two-digit numbers by one-digit numbers. They will also come to understand multiplicative comparison and solve worded problems. The connection between multiplication and division (fact families) will be analysed as students link the two. Times tables practice will continue as students make connections with their tables and divisions.

Students will be learning to calculate the area and perimeter of shapes and objects. When working out the area they will use grid lines to count cm^2 and discuss methods to count eg colour in squares as they are going, record half squares etc. Students will develop their skills to revise perimeter formulas learnt in previous lessons and to make the connection between area and perimeter.

Respectful Relationships

This upcoming Unit of Inquiry, as part of our Respectful Relationships program, students will be exploring **Personal and Cultural Strengths**. They will

- ✓ develop a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others.
- ✓ identify the values and strengths they have learnt from role models within their families and culture to think about how this guidance helps them to treat others with respect.
- ✓ consider how to draw on these strengths to engage with the challenges and opportunities that life presents