



# Senior School Curriculum Newsletter Unit 2



Thursday 13 March

## Dates:

**17 Mar:** Division Swimming (qualified swimmers)

**18 Mar:** Yr 6 Puberty Incursion

**20 Mar:** Yr 5 Puberty Incursion

**21 Mar:** Harmony Day Activities and Assembly

**25 Mar:** School Photos

**27 Mar:** ISIC Moonraker Excursion (selected students)

**28 Mar:** Life Saving Victoria Excursion

**1 Apr:** House Cross Country (9am)

**2 – 4 Apr:** Sovereign Hill Camp

**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

**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

Human migration is a response to challenges, risks and opportunities.

#### Key Concepts:

Causation, Change, Form

#### Lines of Inquiry

- Reasons why people migrate.
- Migrations throughout Australian history
- Effects of migration on communities, cultures and individuals.

#### Learner Profile

Balanced, Knowledgeable and Principled

#### Approaches to Learning:

**Social Skills:** Interpersonal relationships, social and emotional intelligence (Developing positive interpersonal relationships and collaboration)

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

As part of this unit, students will attend camp at *Sovereign Hill, Ballarat*, where they will step back in time to experience the Gold Rush era. This immersive experience will provide valuable insights into migration stories, particularly those of convicts, gold prospectors, and Chinese miners, deepening their understanding of migration's impact on Australia.

We look forward to an enriching learning journey and encourage discussions at home about family migration stories or experiences related to this topic.

### Contact Us:

Buckingham Drive,  
Rowville 3178

Phone: 9764 5533

Fax: 9764 3297

Email: [heany.park.ps](mailto:heany.park.ps@edumail.vic.gov.au)

[@edumail.vic.gov.au](mailto:@edumail.vic.gov.au)

## 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

### Writing

In writing, students will explore entertaining texts by creating poetry and diary entries that bring historical experiences to life. As they learn about migration to Australia and the Gold Rush, they will use descriptive language, figurative devices, and strong character perspectives to deepen their understanding and engagement with the topic. Through poetry, students will experiment with rhythm, imagery, and emotion to capture moments in time, while diary entries will help them develop narrative voice and structure, immersing readers in personal reflections of the past. They will also refine their ability to express thoughts creatively, build atmosphere, and engage their audience through vivid storytelling. This unit will encourage students to think critically about historical perspectives while developing their skills as expressive and imaginative writers.



### Reading

In Reading, we will continue to explore a diverse range of texts, across a range of genres and formats. In the classroom, students will read targeted texts designed to improve their literal, inferential and analytical comprehension skills, in whole-class, small-group and individual contexts. Literature Circles discussions will allow students to enhance their communication and collaboration skills as they interpret and evaluate texts. There will also continue to be regular opportunities for students to read for pleasure, to support a developing love for reading.



### Spelling



Students will continue to use the SMART Spelling approach to develop their understanding of the English language. Throughout the unit, students will engage in activities focused on learning words through the study of the prefixes, digraphs, and suffixes. By dissecting their words, they will develop a deeper understanding of language structure and enhance their vocabulary skills for effective communication.

## Numeracy

In Grades 5 and 6, students will deepen their understanding of key mathematical concepts, focusing on multiplication and division, mixed operations, fractions, and proportional reasoning. They will explore efficient strategies for multiplying and dividing large numbers, including the use of algorithms and mental computation. Emphasis will be placed on solving problems that require the use of multiple operations, enhancing their ability to apply knowledge in various contexts. Additionally, students will develop a strong grasp of fractions, including comparing, ordering, and performing operations with



fractions and mixed numbers. Through engaging activities, learners will build their understanding of ratios, rates, and proportional relationships, preparing them for more advanced mathematical concepts. These topics aim to build a solid foundation in mathematics, fostering critical thinking and problem-solving skills

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## Respectful Relationships

This upcoming Unit of Inquiry, as part of our Respectful Relationships program, students will be exploring **Personal and Cultural Strengths**—a topic that encourages self-awareness, confidence, and appreciation of diversity. Through engaging activities and discussions, students will:

- ✓ Identify and describe their own personal and cultural qualities and strengths
- ✓ Reflect on how they use these strengths in everyday life