



Junior School

Curriculum Newsletter Unit 3



Tuesday 13th May

Dates:

13 May: Rock Your Croc and Silly Socks Day

21 May: Science Afternoon 3.45pm

22 May: School Council

30 May: Assembly (Sorry Day)

9 Jun: Monarchs Birthday Holiday (no Students)

10 Jun: Parent Teacher Interviews

16 Jun: Celebration of Learning Assembly 2.30pm

27 Jun: Assembly 2.45pm

4 Jul: Last Day of Term 2.30pm Dismissal

Term Three Commences 21 July

Transdisciplinary Theme

SHARING THE PLANET

An inquiry into the interdependence of human and natural worlds through:

- Rights, responsibilities and dignity of all
- Pathways to just, peaceful and reimagined futures
- Nature, complexity, coexistence and wisdom

Central Idea:

Humans make choices that impact animal habitats.

Key Concepts:

Form, Causation, Change

An inquiry into:

- Characteristics of different habitats
- Human impacts on natural habitats
- How living things respond to changing environmental conditions

Learner Profile:

Principled, Caring, Reflective, Risk-taker

Approaches to Learning:

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

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

Communication Skills: *Exchanging Information (Listening, interpreting and speaking)*

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

Contact Us:

Buckingham Drive,
Rowville 3178

Phone: 9764 5533

Fax: 9764 3297

Email: heany.park.ps@edumail.vic.gov.au

Learner Profile

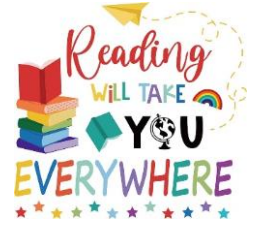
The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:

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

Literacy

As previously communicated, the Year 1 and 2 students have begun the Phonics Plus program which is a systematic synthetic phonics approach designed to enhance early reading instruction for students in Foundations to Year 2 across Victoria. It focuses on explicit teaching of sound-letter relationships. Students will be working on this program daily in the first hour of each day as part of our literacy block.



This term students will be focusing on:

Grapheme-phoneme correspondences for reading and spelling

- Long vowel ay/ai/a-e
- Long vowel ee/ea/ie/e-e
- Long vowel ie/y/igh/i-e

Spelling patterns

- ai not at the end/ay at the end
- Silent e making a long
- Silent e making e long
- Silent e making i long.

Phonemic awareness (taught and applied within code-based lessons)

- Blending sounds to read words.
- Segmenting sounds to spell words.
- Manipulating sounds to build new words to read and spell.

Morphemes

- Plural /s/, plural /z/, plural /es/ and /ez/.
- Past tense -ed /ed/, past tense -ed /d/, past tense -ed /t/.
- Reading and spelling compound words.

Fluency

Daily fluency practice using decodable or simple authentic texts involving:

- teacher led choral reading
- partner reading
- repeated reading with a partner.

Students read most words accurately and read with emerging rate.

Handwriting

Explicitly model and teach:

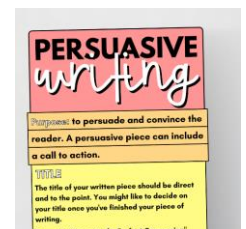
- correct formation of lower- and upper-case letters
- correct posture (hand and seating)
- pencil grasp
- correct placement of letters when writing words, sentences and short texts.

Students move from using 24mm to 18mm dotted thirds as their handwriting develops.

Writing

During the next unit of inquiry, students will be exploring Persuasive text.

Persuasive writing helps students express their opinions clearly and confidently while developing important skills in reasoning, sentence structure, and vocabulary. Throughout the unit, students will be encouraged to choose a topic they care about and form an opinion. They'll then learn how to support their opinion



with reasons and examples to convince their reader—whether it's about why dogs are better than cats, or why recess should be longer!

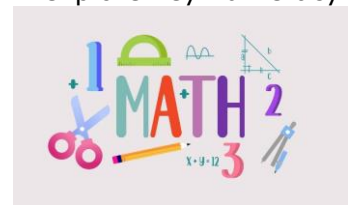
In the classroom, students will:

- Read and explore simple examples of persuasive texts, including letters, posters, and short articles.
- Learn how to use persuasive sentence starters such as *"I believe..."*, *"In my opinion..."*, and *"You should..."*
- Practice brainstorming arguments and backing them up with clear reasons.
- Work through the writing process—planning, drafting, revising, and editing—with support from their teacher and peers.
- Share their persuasive writing with classmates to build confidence in expressing their ideas.

We aim to make this unit fun, engaging, and meaningful. Students will be encouraged to draw on their own interests and experiences, helping them to connect personally with their writing.

Numeracy

For our upcoming unit of inquiry this term, students will explore key numeracy concepts. They will investigate how to measure and compare the length of everyday objects using informal and formal units, whilst justifying their choice of measuring methods. They will also deepen their understanding of number, by counting collections of coins and notes, identifying their values, and using them to solve simple problems that involve whole dollar amounts. In addition, students will explore and discuss the features of 2D shapes using mathematical language such as 'opposite', 'parallel', 'curved' and 'straight'. These engaging and hands-on learning experiences will help students apply their mathematical thinking to real-world contexts.



Respectful Relationships



Respectful Relationships

During Respectful Relationships students will describe how to use their strengths and discuss how to be a good friend or family member. Students will draw a picture of themselves using one of the strengths in their daily life.

Students will learn about respect from Aboriginal perspectives. We will describe ways people can show respect for themselves, for people and for Country.

Students will show what they think respect looks like or sounds like in different situations and will describe what it looks or sounds like when someone treats others with respect.