



Middle School Curriculum Newsletter Unit 3



Tuesday 13 May

Dates:

13 May: Rock Your Croc and Silly Socks Day

16 May: District Cross Country (selected students)

16 May: Assembly
2.45pm

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

13 Jun: Celebration of
Learning Assembly
9.00am

27 Jun: Assembly
2.45pm

4 Jul: Last Day of Term
2.30pm Dismissal

Term Three
Commences
21 July

Transdisciplinary Theme

Who We Are

An inquiry into identity as individuals and as part of a collective through:

- *Physical, emotional, and spiritual health and wellbeing*
- *Relationships and belonging*
- *Learning and growing*

Central Idea

Building inclusive communities requires respecting diversity and advocating for everyone's rights.

Key Concepts:

Responsibility, Connection, Causation

An inquiry into:

- Inclusion, rights and respect for diversity
- The effects of prejudice and discrimination on individuals and communities
- Ways individuals can take action to promote respect and inclusion

Learner Profile: Caring, Principled, Open-minded.

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.*)

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 are encouraged to read every night either a levelled text, chapter book, non-fiction, picture story book or any other books or articles that interest them. For reciprocal reading

this term we will explore each role first:

Predictor, Clarifier, Questioner and the Summariser. Each week they will take on a new role in their reading group and unpack their thinking about the meaning of the book.

Students will explore various types of poetry, such as rhyming, free verse narratives and lyrics. They will write their own poems about inclusion, diversity, being respectful and showing empathy towards others. This relates to our new central idea, 'Building inclusive communities requires respecting diversity and advocating for everyone's rights'.



Furthermore, they will create their own made-up narratives to engage the reader using their imagination. Students will describe the setting, characters and include a problem and solution. They will revise and edit their pieces before publishing their work. Students will write their own picture story books and share these stories with each other and their buddies. They will develop their ability to craft pieces as they investigate the writing traits of voice, conventions, text, organisation, ideas, sentence fluency and word choice.

Students will focus on their handwriting by using the correct letter formation. They will be learning to join letters that are clearly formed and consistent in size.



SMART Spelling

Year 3

Week 6 Term 2: The digraph /oy/ making the sound "oy" as in toy.

Week 7 Term 2: The graph /q/ making the sound "k" as in queen.

Week 8 Term 2: The graph /a/ making the sound "a" as in baby.

Week 9 Term 2: The graph /a/ making the sound "ar" as in banana and the digraph /al/ saying "ar" as in half.

Week 10 Term 2: The graph /g/ making the sound "j" as in giant.

Week 11 Term 2: The graph /s/ making the "zh" sound as in treasure.

Year 4

Week 6 Term 2: The consonant suffix -ly.

Week 7 Term 2: The digraph /ce/ making the sound "s" as in ice.

Week 8 Term 2: The digraph /ie/ making the sound "E" as in chief.

Week 9 Term 2: The trigraph /ure/ making the sound "eh" as in measure.

Week 10 Term 2: Words ending in the consonant suffix -ness.

Week 11 Term 2: The graph /v/ making the sound "v" as in voice.

Numeracy

Students will learn to read and interpret maps as well as creating their own. They will follow and write instructions to a place and read grid and compass references. Students will learn to recognise symmetry in real life situations and identify lines of symmetry in shapes. They will describe symmetrical patterns using the terms reflect (flip), translate (slide), rotate (turn), clockwise, quarter turn etc. Opportunities will be given for students to practice modelling, representing and counting fractions.



They will also be representing and interpreting data by extracting meaning from the information that is presented. Number Talks will be used, which will allow the students to discuss the strategies they use to solve different problems. They will continue to work on developing their skills in various mathematical concepts by participating in Minute Maths, which covers a variety of mathematical topics.

Students will practice their times tables regularly at school. They will create their personal maths goals with an emphasis on learning the times tables they need to learn. Students will make flashcards and test each other. Once they have mastered their maths goal they will move on to the next level of difficulty. It is encouraged that students continue practicing their times tables at home.

Respectful Relationships

During unit of inquiry 3, students will continue exploring **Personal and Cultural Strengths** topic.



They will

Activities within this topic area will assist students to:

- describe personal and cultural strengths
- identify some personal and cultural strengths they can use to respond to challenges and opportunities
- describe factors that contribute to positive relationships with people at school, at home and in the community
- identify communication skills that enhance relationships
- describe characteristics of cooperative and respectful behaviour and identify evidence of these in group activities
- identify ways they can encourage peers to treat others with respect, regardless of their differences in gender identity, ethnicity, abilities, sexuality or family background