



Junior School Curriculum Newsletter Unit 4



Wednesday 23 July

Dates:

25 July: Tree Planting Day

8 Aug: Assembly
2.45pm

19 August: Book Week Parade

22 Aug: Assembly
2.45pm

27 August: School Production

19 Sept: Assembly
9.00am

19 Sept: Last day of Term 3 2.30pm dismissal

Term 4 Commences Monday 6th October

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

The history of the local area may be uncovered /discovered through the historical sites of cultural and spiritual significances.

Key Concepts:

Function, Connection, Form

Lines of Inquiry:

- Records of history within our local area
- What constitutes a historical site and what they can tell us about the past
- The Indigenous people of the local area

Learner Profile:

Inquirer, Open-minded, Knowledgeable

Approaches to Learning:

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

Thinking Skills:

- Information Transfer (using skills and knowledge in multiple contexts)

Communication Skills:

- Literacy (Reading, writing and using language to gather and communicate information)

Research Skills:

- Information Literacy (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)

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:

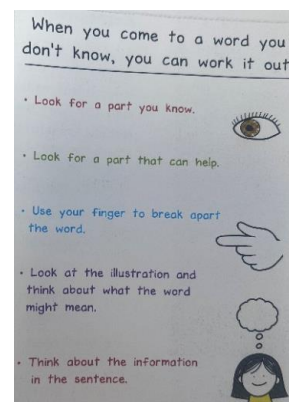
Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Literacy

In Term Three, Year One and Two students will be learning about Poetry. We will read a variety of different poetry types as this will link into our writing lessons. After we have finished looking at poetry, we will be focusing on learning strategies to help solve difficult words. The students will learn to use their fingers to help take apart a new word by looking at the different sounds within the word. How to look for a part of the word that can help, such as known sounds. To use the information from the sentence to help understand the meaning of a word. How to break a word into word parts such as the prefix, base word and suffix.



In Writing lessons for our fourth Unit of Inquiry, 'Where We Are in Place and Time', our Year 1 and 2 students are experimenting with some creative writing, as well as non-fiction writing. We will begin with Poetry, which will involve reading, listening to, reciting, and writing our own poems using sound patterns, rhythm, and descriptive language. We will create a poetry anthology, involving rhyming poems, alliteration poems, colour poems, acrostic poems, simile poems and haikus. Later in the term, students will become junior journalists as they research and write news reports about the history of our local and surrounding areas. This ties in with our central idea: the history of the local area may be uncovered /discovered through the historical sites of cultural and spiritual significances. We're looking forward to seeing our young writers express themselves creatively and share what they learn about the important historical sites in our community.



Rhyming Poems

A rhyming poem includes words that rhyme, usually at the end of the line.



The Bat

There once was a bat,
Living in my brother's hat.
My mum ran in fear,
Which made my brother cheer.
It finally flew away,
But not until May.

Acrostic Poems

In an acrostic poem, the first letters of each line spell out the subject of the poem.



What's Out There?

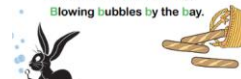
Somewhere out there
Past the stars
Aliens are watching
Counting the seconds before
Entering our world!

Alliteration Poems

An alliteration poem uses words that begin with the same letter.

Black Bunny

The beautiful black bunny,
Bumped Betsy the beagle,
Breaking her basket,
Bearing bread for the eagle.
But before Betsy began,
Biking briskly away,
She saw that black bunny,
Blowing bubbles by the bay.



SMART Spelling

Year 1:

- ✓ 'i_e' as in kite
- ✓ 'ze' as in sneeze
- ✓ 'th' as in thumb
- ✓ 'ow' as in cow
- ✓ 'ay' as in tray
- ✓ 'wh' as in wheel

Year 2:

- ✓ 'o' as in glove
- ✓ 'igh' as in light
- ✓ Plural -es
- ✓ 'a' as in ant
- ✓ 'e' as in bed
- ✓ 'i' as in tin

Numeracy

During Maths, students will explore the concept of how people record and measure time to help understand personal and historical timelines. Through engaging activities, students will describe and sequence events using the language of days, weeks, months, and years, building their understanding of time. They will also investigate how to read analogue clocks to the hour, half hour, and quarter hour.

Students will also deepen their understanding of fractions by creating halves, quarters, and eighths through hands-on experiences such as folding and sharing.

They will also explore multiplication using grouping and repeated addition strategies. This unit aims to build connections between mathematical thinking and real-world applications as students inquire into how time, change, and sequence impact their lives and the lives of others.



Respectful Relationships



In respectful relationships students this term will focus on Positive Coping mechanisms. The lessons will support students to reflect on their emotional responses, describe ways to express emotions that show awareness of the feelings and needs of others and practise techniques to deal with feelings of fear, frustration and anger. Students will explore these concepts through games, language development and singing.