



Middle School Curriculum Newsletter Unit 4



Wednesday 23 July

Dates:

25 July: Tree Planting Day

25 July: Assembly
2.45pm

8 Aug: Assembly
2.45pm

19 August: Book
Week Parade

22 Aug: Assembly
2.45pm

27 August: School
Production

10 Sept: Hoop Time

19 Sept: Assembly
9.00am

19 Sept: Last day of
Term 3 2.30pm
dismissal

**Term 4 Commences
Monday 6th October**

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

Children worldwide encounter a range of challenges, risks and opportunities.

Key Concepts:

Form, Perspective, Connection

Lines of Inquiry

- Challenges, risks and opportunities that children encounter (local and global)
- How children respond to challenges, risks and opportunities
- Ways in which individuals and organisations work to protect children from risk

Learner Profile Attributes

Reflective, Thinkers, Caring, Risk-taker

Approaches to Learning:

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

Thinking Skills:

- Critical thinking (Analysing and evaluating issues and ideas, and forming decisions)
- Reflection and metacognition (Using thinking skills to reflect on the process of learning)

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

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Literacy

Students will continue to work on their reciprocal reading skills, developing their ability to predict, question, clarify and summarise a variety of texts. They will take on different roles within their group and work on talking about their thinking and asking questions to clarify their understanding.

Next term, students will also be working on book bag presentations as part of homework. They will be giving an oral presentation to the class on a book of their choice. These book bags will contain a range of items that help students explain the important parts of the story. Additionally, they will be completing peer assessments and providing constructive feedback on the presenter's eye contact, volume, and the depth in which their item has been discussed.

In writing, students will be learning how to write persuasive texts, drawing inspiration from a wide range of expository texts. They will discover that writers use a combination of emotive language and facts to try and convince the reader to agree with their argument and that persuasive texts are written with a clear purpose. In this unit, students will use modality, thinking verbs and evaluative language to persuade readers. They will continue to be encouraged to revise and edit their writing to improve the quality of the text.



SMART Spelling

Year 3

Week 1 Term 3: The digraph /a/ making the 'ar' as in banana and the digraph /al/ saying 'ar' as in half.

Week 2 Term 3: The digraph /g/ making the sound 'j' as in giant.

Week 3 Term 3: The graph /s/ making the sound 'zh' as in treasure.

Week 4 Term 3: The digraph /ti/ making the sound 'sh' as in station.

Week 5 term 3: The digraph /u/ making the sound 'w' as in quilt.

Week 6 Term 3: The digraph /se/ making the 'e' sound as in cheese.

Year 4

Week 1 Term 3: The graph /y/ making the 'y' as in yawn. The graph /i/ making the 'y' sound as in onion.

Week 2 Term 3: The digraph /er/ making the 'eh' sound as in doctor.

Week 3 Term 3: The digraph /ui/ making the 'oo' sound as in fruit.

Week 4 Term 3: The digraph /ci/ making the 'sh' sound as in special.

Week 5 Term 3: The graph /r/ as in rain. The digraph /rr/ as in cherry. The digraph /wr/ as in wrist.

Week 6 Term 3: The graph /n/ as in net. The digraph /nn/ as in dinner. The digraph /kn/ as in knee.

Numeracy

Students will continue to work out the area of 2D shapes with a focus on multiplication.

They will be provided with hands-on capacity materials to compare the capacity of different containers. Students will begin to measure in litres and millilitres and to explain their reasoning. They will learn the formula to work out the volume of a cube with three dimensions. For example, finding the volume of a cube is to multiply its length x width x height.

Students will revisit fractions with an emphasis on decimals for our Year 4 students. They will find equivalent representations of fractions using related denominators and make connections between fractions and decimal



notation. Year 3 students will recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways, and combine fractions with the same denominator to complete the whole. We will explore some decimals together. Students will be relating these numeracy concepts to real life situations.

Furthermore, they will examine measuring mass and temperature. Students will investigate temperature scales, read and interpret pictures and diagrams of different thermometers. They will estimate and measure objects by hefting and using analogue and digital kitchen scales.

Respectful Relationships

Topic 3: Positive coping

Students develop language around coping, critically reflect on their coping strategies and extend their repertoire of positive coping strategies

Activities within this topic area will assist students to:

- investigate how emotional responses vary in depth and strength
- identify and describe strategies to manage and moderate expression of emotions in a range of familiar and unfamiliar situations
- identify a range of productive coping strategies to use in different situations
- learn and practise self-calming techniques
- understand the value of a meaningful apology.

