



Junior School

Curriculum Newsletter Unit 5



Friday 29 August

Dates:

5 Sept: Assembly
2.45pm

11 Sept: School Council

19 Sept:

- Sports and Pizza Lunch Day
- Assembly 9.00am
- **Dismissal 2.30pm**

TERM 4

6 Oct: Term 4 Commences

10 Oct: Assembly
2.45pm

24 Oct: Grandparents and Special Friends Day

31 Oct: Assembly
2.30pm

4 Nov: Melbourne Cup (Public Holiday)

5 Nov: Student Free Day

7 Nov: Exhibition Community

10 Nov: Exhibition Students

Transdisciplinary Theme

How We Organise Ourselves

An inquiry into systems, structures, and networks through:

- interactions with and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration, and decision-making.

Central Idea:

Communities require systems to connect people and places.

Key Concepts:

Form, Causation, Connection

An inquiry into:

- Types of systems
- Why systems are needed.
- How systems are interconnected

Learner Profile:

- Communicators
- Knowledgeable
- 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.)*

Thinking Skills: *Reflection and Metacognition (Using thinking skills to reflect on the process of learning)*

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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



or ingredients list, and sequenced steps.

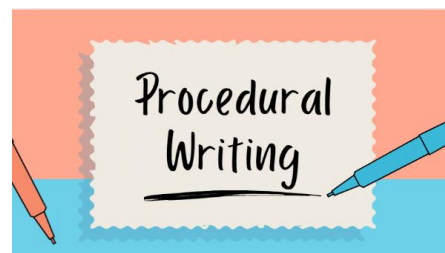
In Writing, students are creating their own procedural texts. They are practising using time-order words such as *first*, *next*, *then*, *finally* and ensuring their instructions are clear and easy to follow. We are also encouraging them to include diagrams or labelled pictures to support their writing.

Our inquiry connects with the theme “**How We Organise Ourselves**” as we discover how procedures are important systems that help us work together and get things done in our communities.

We look forward to sharing the students’ wonderful procedure writing creations with you soon!

In Reading, we are exploring a range of procedural texts — from recipes to simple “how-to” guides — to help students understand their structure and purpose. Students will identify key words, follow instructions, and discuss why clear sequencing is important.

This unit is a wonderful way for students to build skills in clarity, organisation, and sequencing while also making real-life connections to everyday tasks.



Numeracy

MATH



In this Unit of Inquiry, students will build strong foundations in mathematics by developing practical skills in capacity, data, and early multiplication and division. They will explore and compare the capacity of different containers through hands-on activities, building their understanding of measurement in real-world contexts. Students will learn to collect, organise, and interpret simple data to identify patterns and make sense of information. In multiplication, Year 1 students will begin by solving simple problems using strategies like skip counting, grouping, and repeated addition, while in Year 2 they will extend these skills by solving multiplication and division worded problems, applying efficient strategies to explain their thinking. These experiences will help students connect mathematical ideas to everyday situations.

Respectful Relationships

In our Thrive/Well-being time, students will be learning about problem-solving and help-seeking through the Resilience, Rights and Respectful Relationships program and Thrive. They will use the 'thinking hoops' model to explore different options for children experiencing problems, identify possible sources of help, and practise strategies by acting out real-life scenarios. Students will work with contextualised problems and guided reflection to strengthen their problem-solving skills before beginning the stress management unit. In this unit, they will identify and describe their own coping skills, explain how these support family and school life, and learn self-calming strategies to manage themselves in stressful situations. Within Thrive, students will also create action plans that respond to the needs of their class cohort, applying their skills and coping mechanisms in meaningful and supportive ways.

