



Middle School Curriculum Newsletter Unit 5



Friday 29 August

Dates:

3 Sept: Liberty Ave
Park Exursion

5 Sept: Assembly
2.45pm

10 Sept: Middle School
Hoop Time

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

14 Oct: Chinese
Museum Exursion

24 Oct: Grandparents
and Special Friends Day

27 – 29 Oct: Camp
Phillip Island

31 Oct: Assembly
2.30pm

4 Nov: Melbourne Cup
(Public Holiday)

5 Nov: Student Free
Day

7 Nov: Exhibition
Community All welcome

10 Nov: Exhibition for
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: *Public spaces provide people with opportunities to make connections and establish a sense of community.*

Key Concepts:

Form
Function
Responsibility

An inquiry into:

- Purpose of public spaces
- Characteristics of different public spaces
- How people use public spaces

Learner Profile:

Thinkers, Risk-Takers and Principled

Approaches to Learning:

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

Self-Management: *States of Mind and Organisation (Using strategies that manage state of mind)*

Research Skills: *Ethical use of media/ information (Understanding and applying social and ethical technology.)*

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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

In reading, students will be learning to pay attention to features in a non-fiction text and examining how they give us extra information and help us gain a deeper understanding of the book. Some examples of text features they will be looking at include the contents page, glossary, subheadings, captions, labels and diagrams. Students will also learn that it is important to gather information from multiple sources to gain accurate information when learning about a given topic. They will be learning to delve deeper into a text, considering the quality and accuracy of non-fiction texts, citing evidence for their opinions.

Students will continue honing their persuasive writing skills whilst using a variety of persuasive techniques, culminating in a debate with their classmates. They will also be learning how to write detailed informative texts. Students will develop their summarising skills, researching and summarising facts in their own words and presenting these in a variety of formats including information reports and newspaper articles. They will understand that informative texts must contain credible facts, a general description of the topic and a concluding statement. Students will continue to revise and edit their writing for spelling, punctuation and grammar.



Year 3:

Week 7 Term 3: The digraph /aw/ as in saw.

Week 8 Term 3: The trigraph /our/ making the 'eh' sound as in colour.

Week 9 Term 3: The quadgraph /eigh/ making the 'a' in eight / split a-e as in tape.

Week 1 Term 4: Plurals ending in y – if a graph drops the y and add /ies/ ponies. If the /y/ is digraph just add 's' as in trays.

Week 2 Term 4: Plural rule 3 – drop the /f/ or /fe/ and add 'ves', as in leaves.

Week 3 Term 4: Plural rule 4 – words ending in /o/ add 'es'.

Double letter graphs, silent graphs /mb/

Year 4:

Week 7 Term 3: The graph /m/ as in mouse, /mm/ as in hammer, /mb/ as in lamb.

Week 8 Term 3: The graph /e/ making the 'eh' sound as in garden.

Week 9 Term 3: prefix /dis/ making away or negative.

Week 1 Term 4: The graph /L/ as in leg.

Week 2 Term 4: The letter /u/ making the 'y' and 'oo' sounds.

Week 3 Term 4: The graph /a/ making 'a' as in ant.

Numeracy

Students will list the probabilities of everyday events that involve chance and describe possible outcomes and events as 'likely' or 'unlikely'. They will also identify some events as 'certain' or 'impossible', explaining reasoning. Students will conduct repeated chance experiments; identify and describe possible outcomes, record results, and recognise and discuss possible variations.

Students will investigate money values in multiple ways and recognise the relationship between dollars and cents. They will count the change required for simple transactions to the nearest five cents, with and without digital tools. Students will solve real life money problems using the four operations.

They will make the connection between multiplication and division (writing fact families for arrays) and continue to explore the link between the two. Times tables practise will continue as students make the link with their times tables and division. They will continue to write and solve division and multiplication problems in arrays. Students will explore why there are sometimes remainders in division problems. They will be using multiplicative thinking to solve worded problems using different strategies and to show their working out.



Respectful Relationships

As part of our Respectful Relationships unit, we will be commencing Topic 4: 'Problem Solving'. The activities within this topic area will assist students to:

- Identify communication skills that enhance relationships.
- Describe characteristics of cooperative behaviour and identify evidence of these in group activities.
- Contribute to and predict the consequences of group decisions in a range of situations.
- Identify a range of conflict-resolution strategies to negotiate positive outcomes to problems.
- Discuss the concept of leadership and identify situations where it is appropriate to adopt this role.
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

