



# Junior School Curriculum Newsletter Unit 5



Thursday 30<sup>th</sup> August 2018

## Dates:

**3<sup>rd</sup> Sept:** Footy  
Walkathon  
(11.30 – 1.00pm)

**10<sup>th</sup> Sept:** Science  
Works Excursion

**14<sup>th</sup> Sept:** Last Day of  
Swimming Program

**21<sup>st</sup> Sept:** End of Term  
3  
(2.30pm Dismal)

**8<sup>th</sup> Oct:** Term 4  
Commences

**30<sup>th</sup> Oct:** Whole  
School House Athletics

**1<sup>st</sup> Nov:** Foundation  
and Junior School  
Performing Concert

**6<sup>th</sup> Nov:** Melbourne  
Cup Public Holiday

## Transdisciplinary Theme

### How the World Works

*An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.*

#### Central Idea

Experimenting is one way to understand how the world works

#### Key Concepts:

Reflection, Function, Form

#### An inquiry into:

- ✓ The importance of scientist and their role
- ✓ Inquiry is a way to learn and understand
- ✓ Knowing and applying what we learn

#### Learner Profile:

Inquirers

#### Approaches to Learning:

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

**Research Skills;** Formulating questions, observing, planning, collecting data, recording data, organising data and interpreting data

**Summative Task:** By the end of this unit, Junior School students will be able to use the PEOE scientific method (Predictions, Explain, Observe and Explain) when experimenting and explain why experimenting helps us understand the world.

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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

### Reading

During this Unit of Inquiry, there will be a strong reading focus on analysing. Analysing means to notice aspects of the writer's craft, including the text structure. Students will be explicitly taught to analyse and will be encouraged to share their analyses of various text.

Another focus skill in reading will be Predicting. When predicting in reading, students need to think beyond the text, anticipating what may happen next in a text. This reading skill will strongly relate to our science based unit of inquiry. In addition to this skill, students will also be taught word solving strategies during their guided reading sessions. This will involve encouraging students to use a range of strategies to recognise and take apart words, and to understand word meaning.

### Writing

In Writing, we will be exploring the text types Procedure and Explanation. Students will look at various exemplar texts and learn about the purpose and structure of these two text types. They will experiment with writing Procedures and Explanations as a class, in small groups and independently.

Procedural writing links strongly to our Unit of Inquiry where students will be required to follow procedures to conduct science experiments.

Explanation also links to our Unit of Inquiry as children will be asked to explore why a reaction has occurred during science experiments and write why this has happened. During this time, the scientific method will be explored and children will be encouraged to predict, observe and explain their ideas using appropriate scientific language.

Students will also be taught how to draw and label simple diagrams and how these can be used to show further information.

### Word Study

We continue to have a daily focus on phonological awareness - listening to and manipulating sounds, segmenting words, hearing syllables, rhymes and blending sounds. We are also encouraging the children to use cued articulation to help them isolate and identify single sounds.

As a part of this learning, children are exploring vowel diagraphs – two or more letters that make a single sound.

Vowel Diagraphs being explored: **ee** as in beef, **ea** as in read; **oo** as in food, **ew** as in stew, **ui** as in fruit; **or** as in for, **aw** as in saw, **au** as in Australia; **ay** as in day, **ai** as in laid; **ow** as in towel, **ou** as in found; **oy** as in toy, **oi** as in boil and **er** as in

fern, **ir** as in bird, **ur** as in burn

All students are actively using their personal dictionaries during writing time and this is helping them to identify and correct spelling errors.

There continues to be a strong focus on handwriting, especially letter formation, sizing and placement on the line.

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### Numeracy

We will continue to explore the concept of Multiplication. There will be a continued focus on recalling multiplication facts 2s, 5s, 10s and 3s. Students will continue to match number stories with a number sentence and be able to recognise and represent multiplication as repeated addition, groups and arrays.

We will begin to explore Division as a concept and relate this to our previous learning about multiplication. There are already some students that are noticing the link between multiplication and division and this will be made explicit by exploring 'fact families' and related facts. We will be learning the difference between dividing a set of objects into three equal groups (partition) and dividing the same set of objects into groups of three (quotient). In addition, we will be exploring the notion of equal sharing, such as a packet of sweets shared equally between a group of people using one-to-one correspondence. These will be taught and practiced through a range of games as well as targeted whole class lessons and focus groups.

We will be learning about Fractions by sharing and splitting materials into equal groups. Students will be focusing on halves as two equal parts of a whole, as well as quarters and eighths. Students will be required to recognise that sets of objects can be partitioned in different ways to demonstrate fractions.

Finally, we will be learning about volume and capacity and exploring practical activities and everyday events that relate. Students will be comparing and ordering several shapes and objects based on volume and capacity, using appropriate uniform informal units.