



# Junior School Curriculum Newsletter Unit 6



Thursday 8<sup>th</sup> November

## Dates:

**27<sup>th</sup> Nov:** Parent and  
Volunteers Morning Tea  
11.00am – 11.45am

**13<sup>th</sup> Dec:** End of Year  
Christmas Concert

**14<sup>th</sup> Dec:** Junior School  
Market Day

**21<sup>st</sup> Dec:** Final Assembly  
9.00am

**21<sup>st</sup> Dec:** Last day of the  
year. 1.30pm dismissal

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## Transdisciplinary Theme

### How We Organise Ourselves

*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on human kind and the environment.*

#### Central Idea:

Many products go through a process of change before they are consumed or used.

#### Key Concepts:

Change, Connection, Perspective

#### An inquiry into:

- Origins of products and the changes they go through
- How people select the products they use

#### Learner Profile:

Thinkers

#### Approaches to Learning:

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

**Social Skills:** Group decision making

Adopting a variety of group roles

**Thinking Skills:** Application

Synthesis

Analysis

**Summative Task:** By the end of the unit, Junior students will be able to create a product for Market Day, and explain the process their product went through in order to understand that many products go through a process of change before they are consumed.

## 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

### Reading

Our Reading foci are Critiquing, Analysing and Inferring.

When critiquing, students will be required to explain what they like or dislike about a text and give appropriate reasons. Also, they will need to justify whether they agree or disagree with an author's ideas. When analysing, students are required 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.

Inferring continues to be a strong focus and a point of difficulty for many students. Inferring whilst reading requires students to 'read between the lines' and use evidence to make judgements. Children are encouraged to explain why they made their inference by citing evidence from the text. For example, the boy felt sad because in the picture I can see a tear in his eye. During home reading, this is always a great area to focus on with your child.

### Writing

In Writing, we will be exploring the text types Poetry and Exposition.

Students will look at various exemplar texts and learn about the purpose and structures of these two text types. During this time they will experiment with writing different types of poems and Expositions as a class, in small groups and independently.

The different poems we will explore include Acrostic, Colour, Shape, Haiku and Cinquain.

Explanation links to our Unit of Inquiry as children will be asked to explain the steps a product takes before we consume it, for example milk or flour. They will be encouraged to use images, flow charts as well as sentences to explain what they know.

### Word Study

We continue to have a daily focus on phonological awareness – listening to, writing 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.

All students are continuing to actively use 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 revise our learning from earlier in the year about two and three dimensional shapes. Students will be required to draw, identify and describe the features of 2D and 3D shapes. Moving on from this, we will investigate flips, slides and turns of shapes. Students will explore half and quarter turns of shapes using concrete materials and technologies.

We will also be learning about Money through counting and ordering collections of notes and coins. Students will be required to solve simple problems involving amounts of money. This learning links strongly with our Market Day event where children will be developing a product to make, market and sell on the 12<sup>th</sup> of December. Children will be required to participate in buying and selling of items and some will even explore working out budgets, cost per item and 'profits' which will be donated.

Classes will be revising misconceptions that arise from these assessments and ensuring students have the best possible understanding of the concepts covered this year.