

Junior School Term 3 Overview 2017

Dear Parents/Guardians,

Below is an overview of the content your child will be covering in term 3 2017. Please be aware that the dates are general, as sometimes our assessments tell us that students might need more time to establish their understanding of a concept, or less time if they already understand a concept.

POWER STANDARDS refer to the non-negotiable learning outcomes that you can expect your child to work towards throughout a unit of work. Please contact your child's classroom/specialist teacher should you have any questions relating to this information.

Science Unit	Water Works
Integrated Unit	Personal History

Numeracy		
Week	Topic	Power Standards
Week 1 - 3	Measurement	<p>Level 1 I can</p> <ul style="list-style-type: none"> • Measure and compare lengths using uniform informal units • Measure and compare mass using uniform informal units • Measure and compare capacity using uniform informal units <p>Level 2 I can....</p> <ul style="list-style-type: none"> • Compare and order several shapes and objects based on length • Compare and order several shapes and objects based on mass using balancing scales (more, less about the same) • Compare and order several shapes and objects based on volume and capacity • Compare and order several shapes and objects based on area • Name basic metric units (length, area, mass, capacity) and order them eg. A centimetre is smaller than metre •
Week 4-8	Multiplication and Division	<p>Level 1 I can.....</p> <ul style="list-style-type: none"> • Skip count by 2s, 5s and 10s starting from 0 • Show multiplication using groups of • Use repeated addition to solve multiplication problems • Share objects evenly between two or more groups. <p>Level 2 I can.....</p> <ul style="list-style-type: none"> • Count collections in groups of 2s, 3s, 5s and 10s • Draw an array to solve multiplication problems

		<ul style="list-style-type: none"> • Use groups of, repeated addition and arrays to solve multiplication problems • Share an amount evenly • Show and explain the commutative law • Read, write and understand the multiplication symbol, and the language associated with it
Week 9-10	Fractions and Decimals	<p>Level 1 I can.....</p> <ul style="list-style-type: none"> • Recognise and describe one half as being one of two equal parts that make a whole (collection and shape/object) <p>Level 2 I can.....</p> <ul style="list-style-type: none"> • Recognise and interpret common uses of halves, quarters and eighths of shapes and collection

Reading	
Week	Power Standards
Week 1-11	<p><u>Comprehension</u></p> <p>Recognise Literary elements (genre, plot, character, setting, problem/resolution, theme) Make a picture or mental image Summarise the text; include sequence of main events Predict what will happen, use text to confirm Infer and support with evidence Use main idea and supporting details to determine importance Determine and analyse authors purpose and support with text Use text features (titles, headings, etc) Use prior knowledge to connect with the text</p> <p><u>Accuracy</u></p> <p>Cross checking- do the pictures and or words look right? Sound right? Make sense? Skip the word and then come back Trade a word/ guess a word that makes sense Use the pictures...do the words and pictures match Blend sounds stretch and re-read. Use beginning and ending sounds Flip the sound Chunk letters and sounds together</p> <p><u>Fluency:</u></p> <p>Read appropriate level texts that are good fit books Re-read text Use punctuation to enhance phrasing and prosody (end marks, commas, etc) Adjust and apply different reading rates</p>

	<p>Use punctuation to enhance phrasing and prosody (end marks commas etc)</p> <p><u>Expanded Vocab:</u></p> <p>Voracious reading</p> <p>Tune into interesting words and use new vocabulary in speaking and writing</p> <p>Use pictures illustrations and diagrams</p> <p>Use dictionaries, thesauruses and glossaries as tools</p> <p>Ask someone to define the word for you</p> <p>Use word parts to determine meaning</p>
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Writing		
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Week	Genre	Power Standards
Week 1-5	Narrative	<p>Level 1</p> <p>I can ...</p> <ul style="list-style-type: none"> • Begin with a title, orientation that includes who, when and where. • Includes a main character and a problem and an event to try and solve the problem. • Write a simple ending. • Uses adjectives for description Includes appropriate verbs <p>Level 2</p> <p>I can ...</p> <ul style="list-style-type: none"> • Begin with a title, orientation that includes who begins the action and when and where it begins. • Include an event that starts the action and involves a character in a problem. • Include an event to try and solve the problem. • Tell how the problem is solved. • Write an ending that tells what has come of the experience. • Include appropriate verbs and adverbs. • Include some adjectives. • Include simple language features such as alliteration. • Include consistent tense.

Week 6-10	Procedure	<p>Level 1 I can ...</p> <ul style="list-style-type: none"> • Write a title to represent the procedural text • Write the aim to tell the reader what the procedure will produce • Describe or list materials/ingredients needed to complete the procedure • Describe step-by-step how to complete the procedure <p>Level 2 I can ...</p> <ul style="list-style-type: none"> • Write a title to represent the procedural text • Write the aim to tell the reader what the procedure will produce • Describe or list materials/ingredients needed to complete the procedure • Describe step-by-step how to complete the procedure
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Japanese

Sub School	Unit	Power Standards
Level 1	Shapes	<p>I can....</p> <ul style="list-style-type: none"> • say some shapes-かたち katachi、 しかくshikaku-square,さんかくsankaku-triangle、 まる maru-circle, ながしかくnagashikaku-rectangle <p>I can ...</p> <ul style="list-style-type: none"> • name some parts of the face かお kao-face, 目 me-eyes, みみ mimi-ears, □ kuchi-mouth、 はな hana-nose • say “it hurts! いたいです itai desu • ask “are you okay?” だいじょうぶ? <p>I can....</p> <ul style="list-style-type: none"> • say some colours- あかい akai-red, あおい aoi-blue, きいろい kiroi-yellow , しろい shiroi-white, くろい kuroi-black、 みどり midori-green, ちやいろ chairo-brown,むらさき
Level 2	Colours	

	Animals	<p>murasaki-purple, オレンジ orenji-orange, ピンク pinku-pink</p> <p>I can....</p> <ul style="list-style-type: none"> ● say some names of animals-くまkuma-bear, とり tori-bird, うま uma-horse, ねこ neko-cat, いぬinu-dog, あひるahiru-duck,かえる kaeru-frog, ひつじ hitsuji-sheep ● ask what did you see?-何-なにを見-みますか. Nani o mimasu ka ● say sentence- I see a red bird あかいとりを見ます. Akai tori o mimasu
	Brown Bear Story	<p>I can....</p> <ul style="list-style-type: none"> ● trace hiragana forくまkuma-bear, とりtori-bird, ねこneko-cat
	Hiragana	<p>I can</p> <ul style="list-style-type: none"> ● trace kanji -犬,いぬ inu-dog、羊 ひつじ hitsuji-sheep、何 なに nani-what?, 見(ます)/み ます mi(masu)-see
	Kanji	

Physical Education		
Sub School	Unit	Power Standards
Junior	Cooperative Games	<p>I can...</p> <ul style="list-style-type: none"> ● encourage and support my classmates ● cooperate with my classmates by listening to and sharing ideas ● pursue my personal best no matter who i work with <p>I can...</p> <ul style="list-style-type: none"> ● I can bounce a basketball and catch it ● I can bounce a basketball to a partner so they can catch it ● I can bounce (dribble) a basketball five times with my dominant hand ● I can bounce (dribble) a basketball five times with my dominant hand, when moving
	Bounce	

Performing Arts

Sub School	Unit	Power Standards
Junior	<p>Follow choreography and present learnt choreography</p> <p>Performs drama that communicates ideas and stories to an audience</p>	<p>I can...</p> <ul style="list-style-type: none"> use appropriate facial expressions when performing a dance memorise and present learnt choreography keep time when presenting choreography <p>I can...</p> <ul style="list-style-type: none"> use voice and movement to help me stay in character for the duration of the performance communicate meanings to an audience when rehearsing and performing sequences in the production communicate non-verbally by using facial expression and movement to explore my role and situation memorise and deliver lines from a script

Visual Arts

Sub School	Topic	Power Standards
Junior	<p>Colour Theory</p> <p>Clay construction</p>	<p>I can...</p> <ul style="list-style-type: none"> use warm and cool colours and demonstrate an understanding of neutral colours in an artwork use overlapping colours in a piece of work to demonstrate depth <p>I can...</p> <ul style="list-style-type: none"> demonstrate the pinch and pull technique using clay