

Junior School Term 3 Overview 2018

Dear Parents/Guardians,

Below is an overview of the content your child will be covering in Term 3 2018. Please be aware that the numbered weeks are approximate, 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 teacher should you have any questions relating to this information.

Integrated Unit	Celebrating Differences
	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some differences and similarities between different cultures? • What are some differences and similarities between generations? • Why it is important to celebrate our differences? • How can we treat all people fairly and with respect?

Numeracy		
Week	Topic	Power Standards
1 - 4	Multiplication and Division	<p>Grade 1 I can statements</p> <ul style="list-style-type: none"> • I can share objects evenly between two or more groups. • I can show multiplication using 'groups of' • I can use repeated addition to solve multiplication problems. <p>Grade 2 I can statements</p> <ul style="list-style-type: none"> • I can show and explain the commutative law • I can share an amount evenly • I can use various strategies such as 'groups of', repeated addition and arrays to solve multiplication problems • I can draw an array to solve multiplication problems • I can count collections in groups.
5 - 8	Fractions	<p>Grade 1 I can statements</p> <ul style="list-style-type: none"> • I can divide a group of objects into halves • I can divide a shape into halves • I can explain that two halves equal one whole. <p>Grade 2 I can statements</p> <ul style="list-style-type: none"> • I can recognise and interpret common uses of halves, quarters and eighths of shapes and collections • I can divide a group of objects into quarters and eighths • I can divide a shape into quarters and eighths.

9 - 10	Measurement	<p>I can...</p> <ul style="list-style-type: none"> • name, use and order formal units of length – mm, cm, m • compare objects and distances by length • use informal units, such as cubes or hand-spans when measuring objects.
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Reading	
Week	Power Standards
Rolling Cycle throughout the term	<p><u>Semester 2 focus on student understanding of 'The Big Three':</u></p> <ul style="list-style-type: none"> • Main Idea • Author's Purpose • Figurative Language <p><u>Also continuing to revisit CAFÉ strategies at point of need:</u></p> <ul style="list-style-type: none"> • Comprehension • Accuracy • Fluency • Expanding Vocabulary

Writing		
Week	Genre	Power Standards
Ongoing	Mentor Texts Program	Using 'rich' texts in order to develop a greater understanding of complex and effective sentence structure
1 - 5	Information Reports	<p>Grade 1 I can ...</p> <ul style="list-style-type: none"> • end my report with a short summary/conclusion • include a description that features important facts in more detail • use paragraphs to organise different parts of the text in the correct way • include a short classification <p>Grade 2 I can ...</p> <ul style="list-style-type: none"> • end a report with a sentence about what the topic can do • explain where it is found (location) • describe three things about the topic, including what it looks like • classify what the topic is • choose a title for my report
6 - 10	Persuasive	<p>Grade 1 I can...</p> <ul style="list-style-type: none"> • conclude with a personal statement • begin to use emotive language ('I strongly believe') • use connectives to explain why

		<ul style="list-style-type: none"> include an argument with one supporting reason represent my opinion in the overview. <p>Grade 2 I can...</p> <ul style="list-style-type: none"> use appropriate language conventions such as repetition or a thought provoking question for effect include pronouns (I, we, us) to help persuade the reader use relevant emotive language to appeal to the reader's feelings conclude my writing with a personal statement that sums up my opinion use connectives to link my argument with reasons (because) and to indicate sequence (firstly) include two or more arguments with a supporting reason for each include a brief description of the topic and represent my opinion in the overview
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Japanese

Sub School	Unit	Power Standards
Junior School	Revise shapes Like, don't like	<p>I can....</p> <ul style="list-style-type: none"> name 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 make a sentence with ... ^す好きですsuki desu I like ^す好きじゃないです suki janai I don't like ask ^{なに}何 ^すが ^す好き ^すです ^かか nani ga suki desu ka what do you like?

Physical Education

Sub School	Unit	Power Standards
Junior School	Punt (Kick)	To be able to punt a ball <ul style="list-style-type: none"> I can look at the ball I can step with my opposite foot I can hold the ball at hip height I can bend my knee during the backswing

	Forehand Strike	<ul style="list-style-type: none"> • I can follow through with my kicking leg • I can guide the ball down so it makes contact with the top of my foot <p>To be able to strike a ball with one hand using a paddle or racquet</p> <ul style="list-style-type: none"> • I can look at the ball • I can side-on to target • I can bring my striking arm back • I can step with my opposite foot • I can follow through
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Performing Arts

Sub School	Unit	Power Standards
Junior School	Music Practices Explore and Express Ideas Present and Perform Respond and Interpret	<ul style="list-style-type: none"> • I can use body percussion to demonstrate tempo and dynamics • I can improvise short rhythm patterns using voice, instruments and body percussion • I can learn a song sung by different cultures <ul style="list-style-type: none"> • I can work in small groups to create music pieces • I can clap a repeated pattern in a piece of music <ul style="list-style-type: none"> • I can describe how the different elements in music create mood and make me feel • I can respond to different styles of music from different genres

Visual Arts

Sub School	Topic	Power Standards
Junior School	Construction (Paper)	I can respond to and develop strategies to construct 3D art