

## Junior School Term 4 Overview 2018

Dear Parents/Guardians,

Below is an overview of the content your child will be covering in Term 4 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	Robot Buddies
Weekly	<p>Students will work in groups to design and build a robot using craft materials. They will learn about the properties of different materials and consider which materials they should use to build their robot. Students will practise striving for accuracy as they design and build new objects and write instructions for others to follow.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I write clear instructions?</li> <li>• What are the properties of different materials?</li> <li>• How can I design and build new objects?</li> </ul>

Numeracy		
Week	Topic	Power Standards
1 to 2	Chance & Probability	<ul style="list-style-type: none"> <li>• List everyday events according to how likely they are to happen, using the language of chance (eg. likely and unlikely, possible and impossible) and explaining reasoning.</li> </ul>
3 to 5	Money & Financial Matters	<ul style="list-style-type: none"> <li>• Count and order a small collection of Australian coins and notes according to value (incl. Making a particular value).</li> <li>• Solve a variety of number problems involving money, using a range of operations.</li> </ul>
6 to 7	Patterns	<ul style="list-style-type: none"> <li>• Describe simple number patterns (skip counting and objects), with or without digital technologies. Describe patterns with numbers, using digital technologies and identify missing elements.</li> </ul>
8 to 11	Time/Number revisit	<i>To be decided at later date – based upon point of need</i>

Reading	
Week	Power Standards
Weekly-Ongoing	Comprehension: Figurative Language Compare and Contrast Accuracy: Use Pictures to identify meaning Expand Vocabulary: Identify new words and their meaning Fluency: Use punctuation to enhance phrasing  <i>Also to be adapted weekly, to meet point of need</i>

Writing		
Week	Genre	Power Standards
1 to 2	Mentor Texts	Using high quality picture books as a model for their own writing. Identifying how the author has used effective text features and word choices to engage the reader
3 to 5	Narrative	<b>Level 2 - I can ...</b> <ul style="list-style-type: none"> <li>Describe how the complication affects the character</li> <li>Include adverbs or alliteration in my writing</li> <li>Begin my story with an interesting opener</li> <li>Describe three or more attributes of my character</li> </ul> <b>Level 1 - I can ...</b> <ul style="list-style-type: none"> <li>Include a complication and resolution</li> <li>Use 2 or more adjectives in my writing</li> <li>Begin my story by including when, where and who</li> <li>Explain what my character is doing or feeling</li> </ul>
6 to 8	Procedure	<b>I can...</b> <ul style="list-style-type: none"> <li>Write an introduction that describes a purpose for the object/activity</li> <li>Include a list of requirements/materials needed</li> <li>Include a list of numbered or bullet-pointed, sequential instructions</li> <li>Provide a conclusion that summarises the application of the object/activity</li> </ul>
9 to 11	Poetry	<b>I can...</b> <ul style="list-style-type: none"> <li>Express my ideas or feelings in words and pictures</li> <li>Use a variety of formats and presentations that reflect the content of the poem</li> <li>Read my poem aloud before an audience</li> <li>Reflect on the success and effect of my own and others' writing</li> </ul>