

Middle 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	Heating Up
Integrated Unit	Climate change and natural disasters

Numeracy		
Week	Topic	Power Standards
Week 1 - 4	Multiplication and Division	Level 3 I can ... <ul style="list-style-type: none"> Recognise and explain the connection between multiplication and division facts of two's, three's, five's and ten's. Represent and solve multiplication problems using efficient mental and written strategies including digital technologies. Level 4 I can ... <ul style="list-style-type: none"> Represent and solve multiplication problems using efficient mental and written strategies including digital technologies. Describe and continue number patterns resulting from performing multiplication. Solve word problems using multiplication and division (no remainders). Investigate number sequences involving multiples of 3,4,6,7, 8 & 9.
Week 5 -7	Fractions and Decimals	Level 3 I can ... <ul style="list-style-type: none"> Model and represent fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole Level 4 I can ... <ul style="list-style-type: none"> Identify basic equivalent fractions (half, quarter, third and whole) Count by quarters, halves and thirds and show where these are on a number line Recognise and understand tenths and hundredths from a decimal number.
Week 8-10	Measurement	Level 3 I can ... <ul style="list-style-type: none"> Measure, order and compare objects using familiar metric units of length Measure, order and compare objects using familiar metric units of area Measure, order and compare objects using familiar metric units of mass

		<ul style="list-style-type: none"> • Measure, order and compare objects using familiar metric units of volume and capacity <p>Level 4: I can ...</p> <ul style="list-style-type: none"> • Use scaled instruments to measure and compare lengths • Compare the areas of regular and irregular shapes by informal means • Used scaled instruments to measure and compare area • Use scaled instruments to measure and compare masses • Use scaled instruments to measure and compare capacities • Use scaled instruments to measure and compare temperatures.
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Reading	
Week	Power Standards
Week 1-10	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Infer and Support with evidence • Summarising • Main Idea and supporting details to determine importance • Use prior knowledge to connect with text • Use text features (titles, headings, captions, graphic features) • Determine and analyse author’s purpose and support with text <p><u>Accuracy</u></p> <ul style="list-style-type: none"> • Read texts as the author would say it, conveying the meaning or feeling • Use various decoding methods • Chunk letters and sounds together • Skip the word, then come back • Trade a word/guess a word that makes sense <p><u>Fluency:</u></p> <ul style="list-style-type: none"> • Good fit books • Create a Book Log - Make student name tag to display (mobile) • Voracious Reading - Model Pair share • Adjust and apply different reading rates to match text • Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) <p><u>Expanded Vocab:</u></p> <ul style="list-style-type: none"> • Tune into interesting words • Use words parts to determine meaning of words • Prefixes, Suffixes, Origins, Abbreviations (One word a week, looking at all of the above. • Use words parts to determine meaning of words • Prefixes, Suffixes, Origins, Abbreviations (One word a week, looking at all of the above • Use words parts to determine meaning of words • Prefixes, Suffixes, Origins, Abbreviations (One word a week, looking at all of the above • Use words parts to determine meaning of words • Prefixes, Suffixes, Origins, Abbreviations (One word a week, looking at all of the above

Writing

Week	Genre	Power Standards
Week 1-5	Narrative	<p>Level 3 The students writing...</p> <ul style="list-style-type: none">• Begins with a title, orientation that includes introducing the characters.• Describes the setting.• Introduces a situation that changes the events and causes a problem for a character.• Resolves the problem so things are back to normal.• Writes an ending that can show how the character has changed.• Includes precise verbs and adverbs.• Includes adjectives to describe vivid images.• Includes simple language features such as alliteration, simile, onomatopoeia or dialogue.• Uses past tense. <p>Level 4 The students writing...</p> <ul style="list-style-type: none">• Begins with a title, orientation that includes introducing the characters.• Describes the setting and time.• Introduces a situation that changes the events and causes a problem for one or more characters.• Resolves the problem so things are back to normal even though changes have occurred.• Writes an ending that can show how the character has changed and what has been learnt.• Includes precise verbs and adverbs.• Includes adjectives to describe vivid images.• Includes simple language features such as alliteration, simile, onomatopoeia, hyperbole or idioms.• Includes some dialogue.• Direct and indirect speech• Uses past tense.

		<ul style="list-style-type: none"> ● describe an animal using a colour ちやいろのくま chairo no kuma-brown bear ● ask “What do you see?” 何-なにを見-みますか. Nani o mimasu ka ● answer eg. “I see a red bird” I see a red bird あかいとりを見ます. <p>I can....</p> <ul style="list-style-type: none"> ● trace and copy hiragana-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,うま uma-horse <p>I can....</p> <ul style="list-style-type: none"> ● trace and copy 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 <p>I can....</p> <ul style="list-style-type: none"> ● name a cultural festival. セタまつりTanabata-Star Festival, ひなまつりHinamatsuri-Doll’s Festival or Girls’ Day,こどもの日 Children’s Day ● explain what Japanese people do during the festival
	Hiragana	
	Kanji	
	Festivals/celebrations	

Physical Education

Sub School	Unit	Power Standards
Middle	Health and Fitness	<p>I can...</p> <ul style="list-style-type: none"> ● participate in various activities and games that will make my heart beat faster and keep my heart rate up ● explore the benefits of regular physical activity, including the influence on sleep, concentration and fitness ● explore changes in my daily routines to reduce sedentary (inactive) behaviour and increase physical activity levels <p>I can...</p> <ul style="list-style-type: none"> ● roll, underarm/overarm throw, kick an object towards a target

	Target Games	<ul style="list-style-type: none"> ● use different equipment to create various targets and create an original game ● use problem solving strategies to create scoring opportunities when playing target games (Bocce)
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Visual Arts

Sub School	Topic	Power Standards
Middle	Colour Theory	I can... <ul style="list-style-type: none"> ● use complementary colours in an art work ● demonstrate where colours are placed on a colour wheel
	Clay Construction	I can... <ul style="list-style-type: none"> ● create a recognisable form using the slab technique

Performing Arts

Sub School	Unit	Power Standards
Middle	<p>Follow choreography and present learnt choreography to an audience.</p> <p>Use narrative structures to plan and present devised and scripted drama to an audience.</p>	I can... <ul style="list-style-type: none"> ● use props and costumes to communicate ideas and feelings in a dance ● use expressive skills of projection and focus to communicate dance ideas to an audience ● use different body shapes to communicate ideas I can... <ul style="list-style-type: none"> ● experiment with the pitch and volume of my voice to create roles ● explore roles by trialing the use of my voice, expressions and tone ● apply dramatic tension to short scenes to build on my character ● apply all of the drama elements to my character or role in performance ● plan and rehearse my drama for a live or virtual audience