

Middle 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	Someone Else's Shoes
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Numeracy		
Week	Topic	Power Standards
1-5	Multiplication & Division	<p><u>Year 3: I can...</u></p> <ul style="list-style-type: none"> • Recall the two, three, five and ten times tables • Use a calculator to solve multiplication and division problems • Represent fact families and inverse operations for multiplication and division • Represent division using arrays • Represent a word problem as a number sentence in multiplication and division <p><u>Year 4: I can...</u></p> <ul style="list-style-type: none"> • Use vertical multiplication to solve equations with two-digit numbers, e.g 15x13 • Solve division equations using the split strategy • Use partitioning and compensation to solve multiplication problems • Recall the four, six, seven, eight and nine times tables • Describe and continue number patterns resulting from performing multiplication. • Explain how to extend multiplication facts (for example 4 by 7 is 28 so 4 by 7 tens is 28 tens) • Write a division and multiplication word problem using a given number sentence
6-10	Fractions & Decimals	<p><u>Year 3: I can....</u></p> <ul style="list-style-type: none"> • locate fractions on a number line ($\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{5}$) • identify the numerator and the denominator • show a third and a fifth on a shape • show what part to add to make a whole (e.g. I can add a half to another half to make a whole)

		<p>Year 4: I can...</p> <ul style="list-style-type: none"> • write a decimal value as a fraction using 10 or 100 as the denominator and explain this using my understanding of the decimal place value system • determine where a fraction is placed on a number line • count by quarters halves and thirds including mixed numerals • convert mixed numbers to improper fraction and visa versa • show the equivalent fraction of halves, quarters, eighths, thirds and sixths
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Reading	
Week	Power Standards
1	<p><u>Comprehension</u> Recalling fact & details Analysing - what words did the writer use to help you connect your feelings to the topic. <u>Expanded Vocab</u> Dictionary race <u>Grammar</u> Pronouns</p>
2	<p><u>Comprehension</u> Understanding sequence Analysing- Different points of view presented <u>Expanded Vocab</u> Polygon Synonyms <u>Grammar</u> metaphors</p>
3	<p><u>Comprehension</u> Recognising cause & effect Synthesising- What supporting details did the author give that changed your thinking. <u>Expanded Vocab</u> Filling in a diagram with annotations/labels <u>Grammar</u> Puns</p>
4	<p><u>Comprehension</u> Comparing & contrasting Synthesizing - What was the author's message? <u>Expanded Vocab</u> Homophones <u>Grammar</u> Spoonerism</p>
5	<p><u>Comprehension</u> Making predictions Critiquing- Does the theme provide insight & understanding for today's problems as well as those of the past <u>Expanded Vocab</u> Dice Vocab <u>Grammar</u> Neologism</p>

6	<u>Comprehension</u> Finding word meaning in context Critiquing- How has the writer made the ideas/information unforgettable. <u>Expanded Vocab</u> Abbreviation matching game <u>Grammar</u> Understand that verbs represent different processes (doing, thinking, saying, and relating)
7	<u>Comprehension</u> Distinguishing between fact & opinion Critiquing- do you see the characters strengths and their weaknesses. <u>Expanded Vocab</u> Comic <u>Grammar</u> Compound words
8	<u>Comprehension</u> Drawing conclusions & making inferences <u>Expanded Vocab</u> Show three different pictures
9	<u>Comprehension</u> Interpreting figurative language Making connections - what similarities and differences do you see between events in this story and events in your own life? <u>Expanded Vocab</u> Scrabble <u>Grammar</u> Adjectives
10	<u>Comprehension</u> Summarising Making Connections - What words or phrase (ideas) that the author uses sparked your interests in the topic. <u>Expanded Vocab</u> Scattergories <u>Grammar</u> Sentence and clause

Writing		
Week	Genre	Power Standards
1-3	Persuasive	<u>Year 3:</u> <ul style="list-style-type: none"> • I can include an introduction that states my position and my reasons. • I can include three paragraphs with arguments • I can include at least two supporting reasons for each argument. • I can include a conclusion that briefly restates my opinion and arguments. • I can include emotive language to appeal to the reader's feelings. • I can use pronouns (I, we, us) to agree with my position. • I can use passive verbs to help structure the text. • I can use strong effective adjectives • I can use verbs to express opinion. • I can use repetition for words and phrases for effect.

		<p>Year 4:</p> <ul style="list-style-type: none"> • I can follow a structure that consists of an introduction that states the position of the topic and introduces all three arguments. • I can include arguments that are sequenced from most persuasive to least and are backed by evidence. • I can include carefully selected facts to support and elaborate on a point. • I can write a conclusion that suggests a possible action. • I can use emotive words and phrases as persuasive devices • I can use some evaluative language (it is extremely important that we...) • I can attempt 1-2 connectives to link reasons/actions/effects (because, therefore) • I can include some action and abstract verbs (hope, believe, think) • I can include some technical terms • I can attempt to use passive voice to hide bias (concern has been raised) • I can include some report speech (many people believe)
4-5	Poetry	<ul style="list-style-type: none"> • Incorporate new vocabulary from a range of sources • Identify the structure of a cinquain poem • Follow the structure to communicate an idea or information.
6-10	Recount	<ul style="list-style-type: none"> • Provides an orientation that includes the 5W's • Includes significant events in chronological sequence • Provides interesting details • Attempts to interpret events imaginatively • Elaborates on the people involved • Begins to include dialogue for significant actions • Sustains topic throughout • Writes a conclusion that includes an opinion about what has happened

Physical Education

Sub School	Unit	Power Standards
Middle School	Target Games	<p>To be able to send an object towards a target with accuracy</p> <ul style="list-style-type: none"> • I can roll, throw, kick or strike a ball towards a target • I can adjust the force when aiming at targets from different distances
	Fitness (Health Concepts)	<p>To be able to understand and practise strategies to promote health, safety and wellbeing.</p> <ul style="list-style-type: none"> • I can demonstrate different fitness activities/exercises for different parts of the body

Japanese

Sub School	Unit	Power Standards
Middle School	Onomatopoeia Hiragana Question Answer	I can.. <ul style="list-style-type: none"> • match the onomatopoeia in Japanese to the correct action. • recognise the hiragana うほうほ uhouho、とことこ tokotoko、てくてく tekuteku、のし のし noshinoshi、どしどし doshidoshi、ぴよこぴよこ pyokopyoko • understand some differences and similarities in the use of onomatopoeia in Japanese and English • ask どこ にいきます か doko ni ikimasu ka where are you going? • answer .. に いきます ni ikimasu I am going..

Performing Arts

Sub School	Unit	Power Standards
Middle School	Music Practices Explore and Express Present and Perform	<ul style="list-style-type: none"> • I can vary the use of musical elements to create dynamic effects • I can practice singing and playing music from different cultures • I explore different rhythms and timbre to create music electronically (Garage Band and Launchpad) • I use my voice to sing music from different times and genres • I can plan, rehearse and present music pieces in live or video format • I can evaluate compositions and performances of my peers

Visual Arts

Sub School	Topic	Power Standards
Middle School	Construction (Paper)	<ul style="list-style-type: none"> • I can respond to and begin to use a variety of strategies to develop 3D art