

Literacy:	Numeracy:	Inquiry:
<p>The students will be engaged in learning experiences in the following areas:</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Contribute actively to literacy experiences with others, sharing responses and expressing a point of view.</li> <li>Make presentations and contribute actively to class and group discussions, using a variety of strategies.</li> <li>Take written notes on content-specific immersion activities to support and generate research ideas in the Inquiry unit.</li> </ul> <p><b>Reading and Viewing</b></p> <p>Students will read and discuss books in small, focussed Literature Discussion Groups. Books will be chosen based on student interest and discussion will aim to support a developing ability to:</p> <ul style="list-style-type: none"> <li>Use the comprehension strategies Visualising, predicting and Connections to develop and improve comprehension;</li> <li>Use critical literacy skills and a range of comprehension strategies to gain a deeper understanding of what is read</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Produce various texts, in print and electronic form. The focus this term will be on narrative and persuasive;</li> <li>Use a range of approaches and strategies to edit and proofread work;</li> <li>Demonstrate an understanding of grammar and specific vocabulary for effect;</li> <li>Use a range of strategies to spell known and unknown words</li> </ul> <p><b>Continue to explore spelling patterns through the Sound Wave program.</b></p>	<p>The students will be engaged in learning experiences in the following areas:</p> <p><b>Statistics and Probability</b></p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Use am and pm notation and solve simple time problems</li> <li>Convert between units of time</li> </ul> <p><b>Chance</b></p> <ul style="list-style-type: none"> <li>Describe possible everyday events and order their chances of occurring</li> <li>Identify everyday events where one cannot happen if the other happens</li> <li>Identify events where the chance of one will not be affected by the occurrence of the other</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Select and trial methods for data collection, including survey questions and recording sheets</li> <li>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values</li> </ul> <p>Evaluate the effectiveness of different displays in illustrating data features including variability</p> <p><b>Number &amp; Algebra</b></p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Recognise, represent and order numbers to at least tens of thousands</li> <li>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</li> <li>Investigate properties of odd and even numbers</li> </ul>	<p>Students will be engaged in the Inquiry approach to learning about Health and Wellbeing during Term 1. The students will be immersed in learning experiences to investigate responses to the following research questions:</p> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How do we stay healthy?</li> <li>How can we enhance and advocate for our own and others' health, wellbeing, safety and physical activity participation across our lifespan?</li> <li>How can we develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing?</li> <li>How can we build and manage respectful relationships?</li> <li>How do varied and changing personal and contextual factors shape understanding of, and opportunities for, health locally, regionally and globally?</li> </ul>
<p><b>Science:</b></p> <p>In MS, the curriculum focus is on recognising questions that can be investigated scientifically and undertaking investigations.</p> <p><b>Biological Sciences</b></p>	<p><b>Respectful Relationships:</b></p> <p><b>Emotional Literacy</b></p> <p>The ability to understand ourselves and other people, express and manage our own emotions and respond appropriately to the emotions of others.</p> <p>The students will be engaged some of the following learning experiences;</p>	<p><b>Digital Technologies:</b></p> <p>Digital Technologies provide students with authentic learning challenges that foster curiosity, innovation and creativity. Examples of digital technologies include interactive multimedia production, game development, robotic and automated</p>



# Curriculum Outline Middle School Term 1 2019

SOMERVILLE  
Primary School

Living things can be grouped on the basis of observable features and can be distinguished from non-living things

- Different living things have different life cycles and depend on each other and the environment to survive

### Science Inquiry Skills

- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge
- Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests
- Safely use appropriate materials, tools, equipment and technologies
- Use formal measurements in the collection and recording of observations
- Use a range of methods including tables and column graphs to represent data and to identify patterns and trends
- Compare results with predictions, suggesting possible reasons for findings
- Reflect on an investigation, including whether a test was fair or not
- Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language

This learning will be supported with an excursion to The Briars. Information will be sent out shortly.

- Recognize and identify emotions
- Describe situations that may evoke these emotions
- Compare their emotional responses with those of their peers
- Investigate how emotional responses vary in strength
- Reflect critically on emotional responses to a variety of situations and in a range of contexts
- Moderate emotional responses when expressing opinions, values and choices
- Explain how relationships differ between peers, parents, teachers and other adults
- Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behavior

### Personal Strengths

Provides a vocabulary to help recognize and understand various strengths and positive qualities in themselves and others.

Simplified Strengths List;

- Hope and optimism
- Humour
- Fairness
- Determination
- Honesty
- Courage
- Loyalty
- Tolerance
- Trustworthiness
- Compassion
- Generosity
- Enthusiasm
- Self-Control
- Creativity

Activities include explaining how strengths contribute to family and school life, and how they help make and keep friends.

systems, interactive website development, data management systems, artificial intelligence, simulation and modelling, and networking systems.

The digital technologies area MS are engaging in Term 1 is:

### Data & Information

- Recognise different types of data and explore how the same data can be represented in different ways
- Collect, access and present different types of data using simple software to create information and solve problems
- Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols