



**RICHMOND PRIMARY YEAR 7
MISS DALES
TERM 2 – 2019**

HASS - Unit of Inquiry

Civics and Citizenship.

We will be inquiring into...

Australia a diverse society... what factors contribute to a cohesive society?

This inquiry will lead students to develop and research their own social inclusion topic and present a proposal for action. They will do so in written form, digitally and orally.

As a part of the inquiry we will be asking each other and themselves the question...

"If you really have your say, but don't get your way, you will still be ok."

Geography

We will be inquiring into...

Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples.

Linking with Visual Arts lessons, where students will design and create their own contemporary Aboriginal art piece.



Science Unit of Inquiry

Biological Sciences

This term, we will be working with Cowandilla Primary School, focussing on scientific writing with a biological science focus.

We delve into classification, and how scientists classify different organisms. Additionally, we look how human activities can be represented on food chains and webs.



Maths

NAPLAN

NAPLAN appears during our maths lessons. Throughout the next couple of weeks I will be giving students practice tests to ensure that they are exposed to the format of the test and test them under test conditions.

We will be working through questions when students do not understand them, as the NAPLAN test assesses all of the year 7 maths content. We will cover all of the year 7 math topics.

We will continue to use our online subscriptions: Maths Online and Prodigy.

After NAPLAN...

Angles:

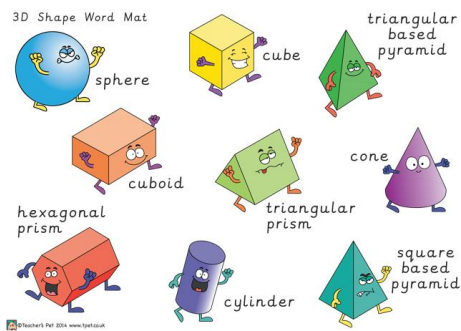
- Simple numerical problems involving angles
- Naming types of angles formed by a transversal

Transformation:

- Using a Cartesian plane

Shape:

- Describing different views of 3D objects



Measurement:

- Length, area, mass, capacity

English

Guided Reading:

This is a chance for students to explore the reading comprehension strategies and apply them to the selected provocation.

Word Study:

Each week students will continue with their different word sorts.

Functional grammar plays an important role within all of our English based classes. Not only does it give what we are writing meaning and purpose, but it allows students to follow a procedure of how to formulate and present writing well.

We also practice grammar and use clauses, to give our writing more detail.

Genre writing:

Persuasive writing and Proposal for action, (see Civics and Citizenship)

NAPLAN

Practice vocabulary and grammar tests are a good way for students to be exposed to the format of NAPLAN. These will be given in class and at times, we will sit under test conditions so that students are prepared for the test.

Lexiles

Reading comprehension levels are recorded at the beginning of each term, hopefully to witness growth.

I encourage students and families to attend local libraries if our school does not provide novels or literature that match student interest or ability.

Health / Social and Emotional learning / Child Protection Curriculum

Term2:

Relationships

Please see the purple text box at the bottom of this document.

Physical Education – Mr Nguyen

This term Year 7 students will continue to develop communication and group cooperation skills through modified net and wall games. Students will focus on the key technical skills in volleyball.



Visual Arts – Ms Glasper

This term our main focus will be based around the element of form within art. We will be looking at different ways we can achieve form. See Geography.

Italian – Mr Cherin

Students will continue to build on Italian grammar and punctuation skills gained in Term 1. Throughout Term 2 students will conduct individual and group research into regional Italian geography, history, culture and the arts. Students will present their projects in written form, oral presentations and supported with ICT. Students will regularly review songs lyrics and poems practicing translation, speaking and responding in Italian

Music – Mr Cherin

Students will continue to explore various genres of music and make connections to song lyrics, style and form. Our focus throughout Term 2 will be the study of Australian Indigenous and Torres Straight Islander music, (past and present) and learning about traditional Dreamtime stories as we prepare for **NAIDOC Week** in July. Students will create original musical compositions incorporating song structure and lyrics backed up by traditional instrumentation and/or contemporary Beatbox RAP rhythm patterns. Students will take part in the national **Dream Big Festival** to be held in Week 4 of Term 2 (Wednesday 22nd May).

Homework

Homework contracts and lateral thinking exercises. Please note that contacts are due on FRIDAYS.

If a student does not use their time effectively during class time, and something is due, they should be prepared to take it home and finish it off to the best of their ability.

Term 2 dates to remember

<u>Week 2</u> Friday 10 May	District Athletics Carnival
<u>Week 4</u> Wednesday 22 May	Dream Big Excursion Yrs 4-7
<u>Week 7</u> Monday 10 June Tuesday 11 June	Public Holiday Pupil Free Day (Staff Professional Development)
<u>Week 10</u> Wed 3 July	School Photo Day



Alana Dales

Focus Area 2: Relationships

Topics: Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks

- Students develop a sense of their rights and responsibilities and explore the United Nations Convention on the Rights of the Child. Rights and responsibilities within close relationships are explored, including sexual consent laws.
- Healthy and unhealthy relationships are explored in greater detail; students learn to identify boundaries, how to manage conflict and what support services are available to them. The social construction of gender, gender stereotypes and expectations are explored using a range of resources and examples from popular media.
- Power, the types of power and the way power is used are explored in detail in a range of contexts. Students explore bullying by analysing the sometimes complex characteristics of bullying and the various bullying roles. Students identify what to do in bullying situations and what is considered effective bystander behaviour.
- Students consider trusted networks for a range of situations and/or contexts and the necessary attributes of people on their trusted networks. It is reinforced that students may need to approach people who they do not know in order to access help.