Dear Parents,

Every term, each teaching team distributes an overview of the curriculum that will be covered during that term. I trust that you will find this comprehensive information useful.

Debra Starpins
Principal

CLASSROOM OVERVIEWS

ENGLISH

In reading, students will read, view and listen to a variety of information texts on different topics and subjects, including texts linked to the inquiry-learning unit of Sport. Students will use a variety of comprehension strategies such as text structures and features, question and answer relationships, and summarising to understand information texts. Students will learn that information texts use facts to explain something and give details about a topic. They will learn the differences between a factual text and one that contains personal views or opinions. Additionally, students will continue to read independently and they will participate in reading conferences with teachers, focusing on literary texts by prominent authors. The focus of reading conferences will be comprised around comprehension skills and developing strong understandings of texts that each student is reading. Novels and short texts will be read in class, exposing students to examples of literature and providing opportunities for students to practise reading comprehension skills. In writing, students will continue with the unit on poetry, which will also involve aspects of reading and viewing, writing and speaking and listening. Students will investigate aspects such as rhythm and sound, imagery, mood and figures of speech, rhyming and non-rhyming forms of poetry, lines and stanzas, and author’s voice and purpose. Included in the study, students will learn conventions such as the use of the five senses, similes, metaphors, personification, alliteration, onomatopoeia, synonyms and antonyms. They will compose and recite poems for various purposes, including to share feelings, tell stories and communicate messages and to provide humour and description. In addition to writing poetry, students will continue to be given a wide range of writing activities, such as personal reflections, timed-writing and responses to teacher-selected stimulus items, including the composition of narratives and creative texts. They will continue to use their Writer’s Notebook to gather stimulus items and develop ideas for their own independent writing. They will have opportunities to compose texts of their own choosing, including drafting, editing and publishing their work. In all aspects of writing, students will focus on correct spelling (common spelling patterns and strategies for spelling less familiar words), grammar (sentences structure and parts of speech) and punctuation (including commas, full-stops, capital letters and question marks). Throughout all aspects of the English curriculum, students will be involved in class and group discussions to enable the sharing of ideas and the development of speaking and listening skills.

MATHEMATICS

In Number and Algebra, students will learn about the concept of division as relating to sharing quantities equally into groups. They will learn that division is the inverse operator of multiplication, and make connections between basic multiplication facts up to $10 \times 10 = 100$ with the inverse in division (e.g. $100 \div 10 = 10$). Where appropriate, students will learn how to use the division bracket (÷) with to divide two and three-digit numbers into single digit numbers (with no remainders). Students will learn that fractions are a part of a whole or collection. They will identify, write and model halves, thirds, quarters, fifths and their multiples to complete a whole. They will investigate fractions used in
familiar contexts and make connections between common fractions and decimals. Students will begin to identify equivalent fractions and perform addition and subtraction with common fractions with like denominators. Students will recognise that the place value system can be extended to tenths and hundredths. They will make connections between fractions and decimal notation up to two decimal places.

In Measurement and Geometry, students will measure, order and compare objects using familiar metric units of length, mass and capacity. They will use scaled instruments to measure and compare lengths, masses, capacities and temperatures. Students will compare objects using familiar metric units of area and volume.

In Statistics and Probability, students will continue to investigate the notion of chance and probability. They will participate in experiments involving chance, such as spinners and events. They will describe the possible outcomes and also recognise variation in results. Students will use a probability line with a range of zero to one to plot the likelihood of occurrences. They will also use language-involving fractions to discuss these results.

**INQUIRY LEARNING UNIT – What is Sport?**

Year 3/4 students will investigate the phenomenon of sport in our world. They will explore concepts such as:

- The impact and influence of sport on societies, cultures and communities in Australia and around the world
- The traceable origins of sport that date back through history and historical reasons for the development of sport, such as cultural and social factors
- The variety of positive physical and mental health benefits of involvement in sport
- The social, cultural and community benefits of involvement in sport, such as:
  - A sense of community and belonging
  - The exploration of values
  - The appreciation of diversity through interaction between cultures, societies and communities
- The change over time in sports as they become more competitive, such as skill development, rules, equipment, game theories and strategies

Students will complete a Rich Task in which they will create an exhibit to be contributed to a Sports Expo. Working collaboratively, students will create exhibits to demonstrate the learning about sport that has occurred during the unit, namely the social, historical and health links to sport. Students will be able to develop their exhibit using any manner of their choosing, such as arts, ICT, technology, interactive activities and text with the aim of communicating higher-level conceptual knowledge. All students will contribute their exhibit in a Sport Expo to be shared with their peers.

**INFORMATION COMMUNICATION TECHNOLOGIES**

Year 3/4 students will continue using their own personal user log-in and password to access a secure, personal folder on the school server. They will create folders and save files in effective ways so that their work will be organised and accessible. They will use programs such as Microsoft Word to process work such as publishing writing and creating tables in mathematics. Students will be involved in discussions about cyber safety as part of the school’s acceptable ICT use policy. Additionally, students will access the internet for researching about topics in their learning, such as for the term’s inquiry-learning unit “What is Sport”. Where applicable, students will be encouraged to produce and present their learning through a variety of media, with opportunities for using photographic, moving image and sound recording devices and software, including iPads and laptops.
LIBRARY
Students will visit the Library weekly to borrow and return books. They will learn to identify which sections in the library are most likely to house books to match their personal interests and learning topics in class. Students will be encouraged to read and borrow a variety of texts to support their personal reading interests and class work.

YEAR 3/4 SPORT
To complement the specialist program for physical education, Year 3/4 students will participate in weekly one-hour sport program session. The focus of these sessions will be on fundamental, gross motor skills, such as catching, throwing, kicking, striking and dribbling of various sized balls and jogging and sprinting. In term 3, dance will also be an aspect of their physical education. Students will also focus on team strategies, such as team roles and player positioning. They will focus on using behaviours of a “good sportsperson”, such as including others, accepting decisions and results in games, reacting positively and using encouraging language.

EXCURSIONS AND DIRECT EXPERIENCES

Etihad Stadium
Tuesday August 16 / Cost (to be confirmed) $20
As a compliment to the ¾ Inquiry Topic “What is Sport?”, students will attend fully guided “Behind the Scenes” tour of Etihad Stadium. They will visit the AFL Players change rooms, the players briefing rooms and visit the Media Centre. Students will view a prepared slide show entitled “What is Sport” and also view the memorabilia of the Fitzroy Football Club.

House Athletics Carnival
Thursday August 11 (Back up date Wednesday 17th August / Cost: $11
Students from Years 3 to 6 will attend the House Athletics Carnival at Moonee valley Athletics Centre. Students will have to opportunity to learn points for their house.

3-6 Mini Olympics
Tuesday April 26th and Wednesday April 27th /Cost $11
Students in years 3 and 4 attend a sports clinic run by an external provider “Coach Approach”. Students will complete 6 sporting rotations with local athlete ambassadors.

Book Week
Ben Wood (illustrator) / Cost - tbc
As part of the School’s Book Week celebrations students will participate in a workshop presentation with the illustrator.

Shine Concert

HOMEWORK
Homework will reinforce concepts learnt in class and will include three tasks. Students will be expected to read independently for at least 15-20 minutes, at least 5 days a week. This can be from a wide range of texts, such as novels, non-fiction texts, Internet pages (with parent supervision), magazines or a newspaper. Students can read silently, and or aloud to an adult. Students are encouraged to discuss things they have read with others and could share reading of a longer or challenging book with an adult. A written task, that may involve research, will be related to the current Inquiry Unit.
Using their personal log in students will access the Mathletics site to complete maths tasks that have been set to complement and extend the curriculum.

**ART**
The Visual Arts Program for Term 3 will focus on the areas of Threads and Textiles. The main focus of these sessions will be skill development related to tying, weaving and sewing. Students will consolidate and extend skills already learnt in previous Threads and Textiles units and they will be encouraged to learn about different types of fabrics and what fibres they are made from. Students will look at the history of Guatemalan Worry Dolls and design and create clothing to dress their own worry doll using dolly pegs. This task will give students the opportunity to experiment with different types of fabrics and yarns and incorporate bright colours and typical features based on their own research.

**ITALIAN**
In Term Three, the 3/4 students will explore a unit on Sport and the Olympics. They will learn vocabulary associated with names of popular sports in Italian, whilst also using the correct definite article in front of the word. Students will be exposed to Italian words that are borrowed from the English language such as 'il golf'. They will learn phrases such as ‘vuoi giocare a...?’ (do you want to play...?) and will also read some information about the Olympics in Italian. They will learn how to express the flags of different countries in Italian and learn ordinal numbers. Students will also have the opportunity to read and act out simple role plays.

**MUSIC**
This term the year 3/4 students will be preparing for their Shine concert: Seussical. Based off the Dr. Seuss books, students will read some of the stories in which the musical has derived from and they make connections between the literature and the musical interpretation. They plan for their performance by rehearsing the music and analysing the elements. Students develop their singing voice and musicality by practising different melodic and rhythmic phrases, listening and pitching harmonies correctly, hearing and memorising various tempo and dynamic changes and applying these elements with balance and care. They apply different vocal qualities to suit the intended emotion and character portrayal.

**PHYSICAL EDUCATION**
During the P.E program this term, students will participate in a unit on athletics (relays, high, long and triple jump, shot put, discus, sprints and long distance). These skills learnt in athletics will then be applied at our House Athletic Carnival. Students will also be taught to strategies to improve their running style. Students will again participate in a range of fitness activities throughout the term including short sprints and distance running. Students will use these results to determine whether their fitness has enhanced from earlier in the year. Invasion games will be a focus for students as they are introduced to teamwork and attacking and defensive tactics to control court space and manipulate the movements of their opposing team. Students will also take part in Olympic themed activities as part of the SPS Mini Olympics.