

YEAR 3/4 OVERVIEWS – Term 3, 2017

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 Design and Technology. Students will use a variety of comprehension strategies such as text structures and features, question and answer relationships, inferring and drawing conclusions to understand information, persuasive and poetic texts. Students will continue to read independently and they will participate in reading conferences with teachers, focusing on literary texts. 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. 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 (sentence structure and parts of speech) and punctuation (including commas, full-stops, capital letters and question marks). Also this term, the VCOP characters Connie Connective and Ollie Opener will be introduced and students will be taught how to use these elements in their writing. They will identify and use powerful sentence openers and use connectives to join simple sentences. Later in the term, all students will receive 'talk homework', where they will bring home a teacher-selected topic to talk about with their family in order to write about it the next day at school. 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 operation of multiplication, and make connections between basic multiplication facts up to $12 \times 12 = 144$ with the inverse in division (e.g. $144 \div 12 = 12$). Where appropriate, students will learn how to use the division bracket () 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.

INQUIRY LEARNING UNIT –

Students this term will investigate the topic of Design and Technology. Throughout this unit student will-

- Investigate how forces and the properties of materials affect the behavior of a designed solution.
- Investigate food and fibre production used in modern or traditional societies.
- Investigate food preparation techniques used in modern or traditional societies.
- Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes.

INFORMATION COMMUNICATION TECHNOLOGIES

All Year 3/4 students will begin using their own personal user log-in and password to access a secure, personal folder on the school server. They will learn how to create folders and save files in effective ways so that their work will be organised and accessible. Students will begin to learn about different file types, such as .doc .mov and .jpg and the purpose for these types of files. They will use programs including Word and Excel to process work such as publishing writing and creating tables in mathematics. Students will be involved in discussions about cybersafety as part of the school's acceptable ICT use policy. Additionally, students will access the internet for researching topics in their learning, such as for the term's inquiry-learning unit. 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 sessions. 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. Students will focus on team strategies, such as roles and player positioning. They will focus on using behaviour of a "good sportsperson", such as including others, accepting decisions and results in games, reacting positively and using encouraging language.

HOMEWORK

Homework will range from reading, writing and mathematics tasks as well as tasks related to the inquiry learning unit on Australian History. Homework will reinforce concepts learnt in class and provide opportunities for extension and exploration of learning, including developing research and presentation skills. Students will complete at least 15-20 minutes of daily reading per night (5 nights a week). A reading log has been provided for students to record their progress with home reading. Students may choose to read a wide range of texts, such as a novel or non-fiction text, picture-story books, internet (with parent supervision), a magazine or a newspaper. Students may select material from school, home or a library to read at home. Various aspects of homework will require students to use the internet – e.g. Mathletics. A due date will be provided with each set of homework that is distributed, with some tasks being planned for the duration of a week, with other tasks being planned for completion over several weeks. Parents can assist students with homework by discussing time/task management. Additionally, reading to and listening to students read, and discussing reading material is highly beneficial.

RESILIENCE, RIGHTS and RESPECTFUL RELATIONSHIPS

The aims of the Strathmore Resilience, Rights and Respectful Relationships Program for this term are to:

Assist students to:

- Explain how emotional responses influence behaviour
- Explain the influence of emotions on behaviour, learning and relationships
- Analyse factors that influence their ability to regulate emotions.

During Term 3 students will be immersed in activities and discussions at a whole school and classroom level pertaining to Emotional Literacy. The students will explore:

- Seeking Help
- Gender Identity
- Positive Gender Relations
- Emotional Literacy
- Personal Strengths

SPECIALIST OVERVIEWS

ITALIAN

In Term Three, the 3/4 students will explore a unit based on houses. They will learn how to ask and answer where do you live? And what is your address? Whilst also learning how to say phrases such as 'I live in a house in the city'. Students will learn vocabulary in relation to furniture in the house whilst being reminded to use 'la' and 'il' correctly. They will also learn the names of rooms of the house in Italian and work on designing a house with furniture labeled in Italian. Activities completed in each room of the house will be touched on. Students will be also learn the months of the year and express 'this month is...' 'next month is...' and 'my birthday is in...' Students will also have the opportunity to learn names of shapes in Italian and identify similarities between the English and Italian word.

PHYSICAL EDUCATION

To begin Term 3, students will participate in a unit on athletics (relays, high, long and triple jump, shot put, discus, sprints, hurdles and long distance). The skills learnt in P.E. will then be applied at our House Athletic Carnival. Students will learn 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. To finish the term, students will take part in a unit on Volleyball where they will learn basic skills such as a dig, set, smash and spike as well as elements of our to work together as a team.

ART

During Term 3, students in Year 3/4 will focus on the area of Clay and Modelling. The main focus of these sessions will be skill development related to working with and manipulating the clay. Students will learn various techniques such as pinching, rolling, smoothing, applying texture and the 'Slip and Scoring' method in order to attach their clay together. They will discover the different types of clay available, their attributes and how to utilize them to their full potential. As part of our Vincent Van Gogh Artist study, students will make three dimensional sunflowers out of Magic Clay and create a painted paper background to showcase their clay pieces.

MUSIC

The Music Program for Term 3 has a strong Dance focus. Students will learn through an interactive program, learning modern dance styles via a step-by-step guide. Students will watch and practise simple dance steps and then create their own sequences using these dance moves. The Dance program will help to strengthen their bodies and their coordination skills. Students will work individually, in pairs and in larger groups, to practise and work on perfecting the steps. The tasks will incorporate music elements such as tempo, dynamics, beat and rhythm.