



Strathmore
PRIMARY SCHOOL No.4612

Strive to Achieve

CLASSROOM OVERVIEWS

ENGLISH

In reading, students will read, view and listen to a variety of information texts on different topics and subjects. 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. 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 investigate persuasive texts. They will explore the structure and features of persuasive texts, including composing an effective introduction, articulation of arguments and reasoning and the use of persuasive devices in writing. They will learn about the use of emotive and evaluative language in order to convince a reader of an opinion. Students will compose a number of persuasive texts in response to familiar contentions and topics. Some of these texts will be in the form of timed-writing, whilst others will encompass a drafting, editing and publishing process. In addition to persuasive writing, students will continue to be given a wide range of writing activities, such as personal reflections, and responses to teacher-selected stimulus items, including the composition of narratives and creative texts.

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). Students will participate in a short unit on poetry, which will involve reading and viewing, writing and speaking and listening. They 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, are conventions such as the use of the five senses, similes, metaphors, personification, alliteration, onomatopoeia, synonyms and antonyms.

MATHEMATICS

Students who are involved with NAPLAN this term will investigate the format of the Mathematics test. Students will look at the types of questions and answering they will encounter. Key areas of the curriculum that will appear on the NAPLAN test will be covered by the students leading up to the test.

In Number, students will revise and consolidate skills in addition and subtraction. Students will learn how to multiply numbers using a vertical equation. This will include multiplying two-digit and three-digit numbers. They will consolidate their learning of place value to numbers in the tens of thousands. They will complete worded problems involving multiplication and learn that the inverse operation of division can be used to increase understanding of these processes.

Students will compare the areas of regular and irregular shapes by informal means. They will also compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies. Students will explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects

Students will also investigate the notion of chance and probability. They will use language such "likely, unlikely, certain and/or impossible" to describe the likelihood of events. Students will participate in experiments involving chance. They

will describe the possible outcomes and also recognise variation in results. Using a probability line with a range of zero to one they will plot the likelihood of occurrences. Students will work on identifying time using digital and analogue clocks.

INQUIRY LEARNING UNIT – Great Southern Lands

This term students will study the unit of Great Southern Lands. It will focus on the following key questions -

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How does the environment support the lives of people and other living things?
- How can people use places and environments more sustainably?

Students will develop skills in the following areas -

- Identify and describe the characteristics of places in different locations at a range of scales
- Identify and describe locations and spatial distributions and patterns
- Identify and explain the interconnections within places and between places
- Collect and record relevant geographical data and information from the field and other sources
- Represent data by constructing tables and simple graphs
- Create maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point
- Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance

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 Great Southern Land. 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.

SPECIALIST OVERVIEWS

ART

During Term 2, students in Year 3/4 will focus on the area of Printmaking. The main focus of these sessions will be experimenting with various Printmaking techniques such as stamping, symmetry printing and monoprinting. They will have many opportunities to experiment with different types of printing plates, including acetate and foamboard. Students will consolidate and extend on the skills they have already learnt in our previous Painting unit in Term One and understand how these two art disciplines connect. Through experimentation with a variety of different materials including rollers, brushes, tiles, cardboard and foam, they will be able to create a different aspect to their final pieces. Students will also be learning about the contemporary artist 'Lisa Congdon' who is a fine artist and illustrator known for her colourful paintings and hand lettering. They will use her drawings as inspiration for their own printed flowers and vase art piece.

ITALIAN LANGUAGE

The Grade Three and Four students will participate in a unit of work around 'The Human Body' '*Il corpo*'. Students will learn Italian words for body parts whilst also learning to use the correct definite article. They will play games and sing songs to assist with learning the new vocabulary. Students will be taught how singular words change when they become plural in Italian and identify how this is different to the English language. They will learn the phrase 'I have' '*lo ho*' in order to say and write sentences about the body. Students will listen to the text 'Hattie and the Fox' and give an opinion about the story in Italian as well as act it out as a simple role-play. The unit will also touch on geographical aspects of Italy such as the land size and the population of the country and students will compare this to Australia.

PHYSICAL EDUCATION

During Term 2, students will continue to focus on game sense thinking and activities where they will work in small groups and teams to learn game style situations. This will allow students to communicate and work together to practice attacking and defensive positioning, working their way through various drills to improve their reaction time. Students will take part in a small unit of the racquet sport Speedminton, where they will practice hitting a speeder towards a target as well as hitting it at various speeds. Students will continue to participate in a range of fitness activities throughout the term including a short sprint, agility and stamina tests as well as distance running. 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 in Term 3.