



Year 3/4M

Term 4 Learning Overview 2019

Dear Parents,

The information contained below communicates our intended curriculum and learning opportunities for the term in 3/4M. These statements outline what we hope to achieve across the term and comes from the Victorian Curriculum and the Religious Education Curriculum Framework and provides us with a level of expected achievement. Please note that this curriculum could be modified during the course of the term depending on a number of circumstances. As teachers we use data to inform our planning and various strategies to teach the Victorian Curriculum including whole class and small groups to refine and practise particular skills and to develop knowledge in each student. If you have any questions about how learning takes place in the classroom, please feel free to take the time to meet with me.

Regards

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Subject area:	Description	Learning Statements Linked to the Victorian Curriculum/RE Curriculum
Religious Education	Students will study Biblical history by investigating the stories of the Old and New Testaments and the various ways God's people are portrayed. They will explore the role of Mary and her importance in the life of the Church through the Rosary and the Infancy Narratives. Key events in the Liturgical year, such as Advent and Christmas will be explored in more depth.	<ul style="list-style-type: none"> ● Explain various ways God's people are portrayed in the Old and New Testaments. ● Explain key events in the liturgical year. ● Explain the role of Mary and the disciples in the early Church. ● Interpret the meaning and importance of Mary and discipleship for the Church today.
English		
Reading & Viewing	Students will participate in daily Reading Workshops aimed to help them develop effective habits of reading, writing and working independently. They will learn and consolidate a range of skills and strategies to improve their reading. The intended outcomes are to increase student independence through the reading process while encouraging fluency and expression as well as promoting different levels of comprehension – literal, inferential and	<ul style="list-style-type: none"> ● Read a variety of texts including an atlas to collect data related to our Inquiry unit. ● Read different types of texts for specific purposes using text processing strategies and skills to find literal and inferred meaning.

	<p>evaluative.</p>	<ul style="list-style-type: none"> • Understand that non-fiction texts have identifiable text structures and language features that help the text serve its purpose. • Know some features of non-fiction text organisation including the use of headings, diagrams, maps and tables. • Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts. • Selecting and using texts for their relevance to the task and the accuracy of their information.
<p>Writing</p>	<p>The students will plan, draft and publish an informative report as part of a Country Research Project. They will continue to explore poetry and practise the skill of poetry writing. Through self and peer editing of work the students will continue to practise, consolidate and extend their learning of grammar, spelling and punctuation using a variety of resources. Handwriting will be consolidated and reinforced with a focus on correct posture, grip and the different types of joins.</p>	<ul style="list-style-type: none"> • Create literary texts that explore students' own experiences and imagining. • Plan, draft and publish an informative report. • Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation. • Use spelling patterns, syllabification and letter combinations to spell words. • Use research skills to collect data related to our Inquiry unit. • Understand and practise different ways of joining letters in order to develop a fluent handwriting style.
<p>Speaking and Listening</p>	<p>The students will be encouraged to listen to the views of others and respond appropriately especially in Literature Circles. When engaged in class and group discussions, they will be encouraged to listen for specific purposes and information, contribute actively by asking questions, provide useful feedback and voicing a difference of opinion in an appropriate manner.</p> <p>As part of their Geography Inquiry unit project, the students will create and share information in a country report booklet.</p> <p>Students will explore the concept of visual storytelling as one of the oldest forms of storytelling. They will be encouraged to choose a picture based on the theme of holidays, my place or my favourite activity and will be provided with opportunities to communicate their feelings, thoughts and ideas, while developing both speaking and listening skills. Through this process, cross-cultural understandings</p>	<ul style="list-style-type: none"> • Use language features to create coherence and add detail to their texts. • Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume • Understand the differences between the language of opinions and feelings and the language of factual reporting or recording. • They make presentations and contribute actively to class and group discussions, varying language according to context. • Listen to and contribute to conversations and discussions to share information, ideas and carry out tasks.

	and connections will be made by exploring the oral storytelling traditions of the Aboriginal and Torres Strait Islander people.	<ul style="list-style-type: none"> Negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.
Mathematics		
<i>Fluency, Understanding, Problem Solving and Reasoning will be a strong focus of our Maths activities.</i>		
	Students will participate in differentiated mathematical tasks through investigative learning activities that address various concepts. Term 4 will also be a time to consolidate learning in this area from Terms 1,2 and 3.	
Number and Algebra	<p>In Number and Algebra, the students will be looking at solving equations using a variety of strategies. This will involve all four processes, with a particular focus on multiplication and division. They will use estimation and rounding to check the reasonableness of their calculations. They will reinforce their understanding of these concepts by completing an investigation called 'Picture Perfect Patterns'.</p> <p>Students will work to reinforce current understandings about Fractions and Decimals and the connection between these concepts.</p>	<ul style="list-style-type: none"> Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. They choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology, and estimate answers accurately enough for the context. Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. Yr 3 They locate familiar fractions on a number line, recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places. Yr 4
Measurement and Geometry	Students will create simple maps and interpret how they look when given a 'bird's eye view'. They will develop map reading skills through the use of an atlas and Google Maps.	<ul style="list-style-type: none"> Create and interpret simple grid maps to show position and pathways. Students interpret information contained in maps (e.g. compass points)

	<p>Students will explore Using Units of Measurement with a particular emphasis on length and volume and capacity.</p>	<ul style="list-style-type: none"> • Students match positions on maps with given information and create simple maps. • Identify symmetry in the environment. • Identify angles as measures of turn and compare angle sizes in everyday situation. • Identify and describe slides and turns found in the natural and built environment. • Read and interpret instructions involving flips, slides, turns and directions. • Identify angles as measures of turn and compare angle sizes in everyday situations. • Measure, order and compare objects using familiar metric units of length, area, mass and capacity
<p>Statistics and Probability</p>	<p>Through a variety of activities, some related to our Geography Inquiry Unit, the students will collect, record and represent geographical data about different places. They will then interpret the data they have collected and pose questions for others to answer.</p>	<ul style="list-style-type: none"> • Represent data and the location of places and their features by constructing tables, plans and labelled maps. • Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near and far. • Collect and record relevant geographical data and information from different sources. • Create tables or picture and column graphs to show patterns in data collected from observations or other sources about the similarities and differences between places. • Construct tables or graphs to show the similarities and differences between places, and discuss possible reasons for them.
<p>Social and Emotional Learning</p>	<p>Through various learning opportunities, students will explore their own identities in more depth. They will continue to develop their social skills by focussing on developing and maintaining relationships in a positive and respectful way. Students will examine different factors that contribute to positive relationships with peers, other people at school and in the community. They will describe and practise help-seeking skills and strategies that</p>	<ul style="list-style-type: none"> • Describe personal strengths and identify coping strategies that they can apply to help them cope with change and challenge. • Students explain the consequences of emotional responses in a range of social situations.

	<p>can be used when encountering various situations involving peers and adults.</p> <p>Students will also explore the topic of stress management. They will come to understand that stress is a normal part of everyday life. They will be assisted to recognise their personal signs and symptoms of stress and to develop strategies that will help them to deal with those effectively and cope with challenges in the future.</p>	<ul style="list-style-type: none"> • Students recognise personal strengths and challenges and identify skills they would like to develop • Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups • Students explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities.
<p>Geography through Inquiry Learning</p>	<p>In our unit, 'Exploring Places Near and Far', understanding of place through examining the major characteristics of Australia, Australia's neighbouring countries and Africa and South America. The concept of place is developed by examining the similarities and differences between places within and outside Australia. Students use the geographic concepts of environment and space to examine the similarities and differences between places.</p>	<ul style="list-style-type: none"> • Represent the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia. • Describe how the globe is a representation of the world and locate Australia and other places on the globe. • Use geographical tools, such as a globe and world map, or electronic atlases, to locate the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map. • Locate Australia's neighbouring countries and the diverse characteristics of their places. • Represent Australia as states and territories, and identify the major characteristics, such as rivers, deserts etc. and locating them on a map. • Identify and locate examples of the main climatic types in Australia and the world, for example, equatorial, tropical, arid, semi-arid, temperate and Mediterranean • Investigate how the Australian continent was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places • Describe the connections of the local Aboriginal or Torres Strait Islander peoples with the land, sea, sky and animals of their Country/Place.
<p>Digital Technologies</p>	<p>In Digital technology, the students will collect, assess and present different types of data using simple software to create information and solve problems. They will consolidate their understanding of how to stay safe when using the internet as well as use appropriate behaviour when online. The students will be introduced to 'Google Classroom' as</p>	<ul style="list-style-type: none"> • Create and organise information using Google Docs. and Google Slides. • Use 'Google Classroom' to research information and show evidence of their learning. • Use Google maps as part of the Inquiry unit.

	a way to connect with each other and access and record information.	<ul style="list-style-type: none"> • Explain how to stay safe when using the internet.
Art	<p>Students explore how artists are inspired by places in nature. Students begin by investigating what 'inspiration' means, and how being inspired can lead us to create art and/or take action. Students explore the sources of inspiration for other artists, and then think of a place in nature that is special to them and that can inspire them to make art. Students will then create a watercolour drawing of their special place in nature and will share their artwork with peers, reflecting on the way artworks can share messages about caring for our environment. There will also be opportunities for students to explore visual art activities that will complement the work that will be done in Social Emotional Learning.</p>	<ul style="list-style-type: none"> • Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations. • Use materials, techniques and processes to explore visual conventions when making artworks. • Present artworks and describe how they have used visual conventions to represent their ideas.
Italian	<p>In fourth term the students will study a unit called 'Tutto da fare con numeri' (Everything numbers). They will study this unit from a mathematical perspective. The students will develop confidence with number sequences counting to 100 and beyond. They will develop their skills at skip counting by twos, fives and tens. The students will investigate what makes a number odd or even and identify these. The students will be introduced to terms associated with place values. They will have practice at naming the value represented by a digit in a number on the basis of its position in the number i.e. hundreds, tens, units. The students will look at Australian coins and notes and order these according to their value. The students will learn the names of the four basic operations of arithmetic and practice their use in various math activities and games. The students will use languages-on-line providing another avenue for learning and using numbers through interactive games.</p> <p>gmichieli@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Participates in classroom games, instructions and shared activities. • Is able to use the numbers up to 100 in various speaking and writing activities. • Can name place values of numbers (migliaia, centinaia, decina, unita) • Can use the basic operations of arithmetic (piu', meno, per, diviso) in activities. • Is developing good pronunciation skills.
Performing Arts	<p>This term, students will construct and continually discuss their own learning intentions and success criteria for their music learning in term 4.</p> <p>Students will also be learning a repertoire and strategies for singing rounds confidently in groups. Percussion instruments and voices will be used in creating the various musical parts.</p> <p>Students will revise and further develop their notation reading skills on the Treble clef. They will familiarise their music reading skills with weekly theory revision and written tasks.</p>	<ul style="list-style-type: none"> • Follow the safety instructions and use instruments appropriately when participating in music class. • Explore aspects of rhythm, pitch, dynamic and ensemble work using their voices and percussion instruments. • Develop a range of instrumental techniques on the recorder and musical expressions through practices and rehearsals.

	<p>The music reading skills will be transferable in learning to play the recorder. The Black Belt Recorder syllabus will be revisited and students will be focusing on achieving their yellow or orange belt (level). (Year 2 students will continue to revise their Flutophone skills, while Year 3 and 4 students will further develop their recorder skills.)</p> <p>eso@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Read and write in formal melodic and rhythmic notation, and apply to their instrumental playing when learning new pieces.
Physical Education	<p>Students will extend and refine their range of manipulative skills with a particular emphasis on striking, throwing and catching. They will participate in a unit of modified Hockey. Motor skills will be applied in a sports specific setting playing games of Tennis, Tee Ball and Newcombe. Within the team students discuss strategies and tactics to improve game performance. All games have an inclusive focus.</p> <p>mgallacher@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Perform activities where locomotor and object control skills are combined to complete a movement. • Perform fundamental movement skills to demonstrate weight transference in different physical activities. • Demonstrate a two-hand side arm strike. • Demonstrate an overarm throw for distance and accuracy. • Work cooperatively with team members to maintain possession in a game by passing to other players and listening to team-mates.
STEM	<p>This term the students will continue with their digital technologies focus. Students will be exploring coding in different forms. They will be completing online and offline activities and codes explored will include, Morse Code, Semaphore, Binary and Blockly. They will also use devices to look at virtual environments such as the Oceans and Museums as well as use blockly coding on Hour of Coding or Scratch.</p> <p>dbird@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> • Experimenting with different ways of describing a set of instructions, for example writing two versions of the same simple set of instructions for a programmable robotic device. • Exploring codes and symbols that are representations of data, for example morse code and semaphore. • Can explain how existing information systems eg. virtual websites, can meet common personal, school or community needs.

Important Dates and Events:

October

Mini Mission Fair - Friday, Oct. 25th.

November

Report Writing Day - Monday, Nov. 4th.

Melbourne Cup Day - Tuesday, Nov. 5th.

Remembrance Day - Monday 11th November

Swimming Program (Prep-Yr 3) - Monday, Nov. 18th. - Friday, Nov. 29th.

December

Advent Paraliturgy - Thursday, Dec. 12th.

Whole School Orientation 2020 - Monday, Dec. 16th.

Year 6 Graduation Assembly - Monday, Dec. 16th. 2:30pm

Year 6 Graduation - Tuesday, Dec. 17th. 6pm - 9pm

Last day of school for students - Wednesday, Dec. 18th.