

3/4 TERM 1 CURRICULUM NEWSLETTER

Important Dates

Friday, February 23rd	3/4 Hockey Clinic
Friday, February 23rd	Family Fun Night (5-7 PM)
Friday, March 16th	House Colour Spirit Day
Thursday, March 29th	End of Term 1



Curriculum Overview

English

During Reading in Term 1, students will spend the first few weeks understanding the expectations surrounding independent reading, knowing how to record responses to their texts in their Reading Journals, and choosing high-interest, 'just right' texts from their classroom libraries. As part of their learning on comprehension strategies, students will learn how to preview the text and predict what might happen next using text clues and students' prior knowledge. Additionally, students will explore visualising as a strategy for understanding texts as they consciously use words to create mental images. Finally, students will begin learning about questioning using the OAR (Question-Answer relationships) and SQ3R (Survey, Question, Read, Recite and Review) methods.

Students in Grade 3/4 are expected to read for a minimum of 5 nights per week and should be recording their reading in their Green Take-Home Reading Logs each night. Students will receive a 'Nights of Reading' award at our assemblies when they reach specific take-home reading milestones, starting at 100 nights.

In Writing, our Grade 3/4 students will be learning how to take a position and provide evidence when writing persuasive texts. Students will enjoy frequent opportunities for stamina and personal choice writing to increase the volume of their written pieces. Finally, students will explore how to use their Writer's Notebooks to collect 'seeds,' i.e. memories, experiences, emotions, and ideas.

Mathematics

Our students will begin Term 1 with a start-up Maths program, which involves investigating what good mathematicians do, understanding how a Maths lesson is structured, examining problem-solving strategies, and learning how to work in groups. Students will also explore the different concrete materials and resources used to support them in Maths. High-quality bookwork and legible digit formation will also be a focus. By the end of the start-up program, students should be well-versed in how to work and operate efficiently in any Maths lesson and know how to set out their work in their grid books neatly.

Students will spend the majority of this term on learning about important place value ideas. Place value refers to the value of the digit based on its position in a number. Students will learn about number sequences involving multiples of single-digit numbers and count and order numbers up to 10 000. Partitioning numbers up to 10 000 in different ways will be an essential understanding that students will take away from their learning on place value, e.g. 562 is known as $500+60+2$, $560+2$ or $500+62$.

Other topics of learning in Maths that our Grade 3/4 students will cover in Term 1 include time, data and length.

Inquiry

Our first Inquiry unit for the year in Grade 3/4 is titled 'Learning to Learn.' The key understanding for this unit is: 'We can strengthen and support our ability to learn and form positive relationships by developing a growth mindset, recognising and nurturing our character strengths and understanding how we can best develop our bodies and minds.' Each student will develop a Ready to Learn Plan that outlines a range of suitable strategies that they could use to de-escalate when upset, angry or frustrated with the goal of getting them back into learning mode as soon as possible.

Our students will also explore a second Inquiry unit this year titled 'Stay Safe.' The key understanding for this unit is: 'We can use strategies and skills to reduce harm, prevent accidents and create safe environments.' Students will investigate different strategies that they could employ to turn familiar environments, such as the classroom and playground, into healthy and safe places.

Our school has also developed a Respect Curriculum to impart our students with an understanding of what respect means and how we should respect ourselves, each other and our environment. Our Respect Curriculum will begin this term and last for the whole year.

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Science

Science in Term One involves the students in understanding that living things can be grouped on the basis of observable features and can be distinguished from non-living things. They will be involved in learning tasks based upon: recognising characteristics of living things such as growing, moving, sensitivity and reproducing. Recognising a variety of different living things that call Earth home. They will sort living and non-living things based on their characteristics and explore differences between living, once living and products of living things.

During these investigations students will be developing the following science inquiry skills: questioning and predicting - with guidance, identify questions that can be investigated and predict what might happen based on prior knowledge; planning and conducting - suggest ways to plan and conduct investigations to find answers to questions; safely use appropriate materials, tools or equipment to make and record observations; processing and analysing data and information - use a range of methods including tables and graphs to represent data and to identify patterns and trends; compare results with predictions, suggesting possible reasons for findings; evaluating - reflect on the investigation; including whether a test as fair or not; communicating - represent and communicate ideas and findings in a variety of ways.

Art

The 3/4 students will begin 2018 by refining their artistic skills and understanding through the exposure of a range of visual art elements. They will use observations and personal imagination to express themselves through subject matter and colour. The students will be developing their knowledge and understanding of colour theory; including Primary and Secondary colours, colour mixing, tints, shades and complementary colours inspired by the works of artists such as, Piet Mondrian, Henri Matisse and Pablo Picasso. They will be exploring three-dimensional art and will be using different textures and materials; including pencil, paint, watercolour, crayon and pastel to create their very own pieces of art. Students will be encouraged to self-reflect on their creative pieces and identify personal growth.

Physical Education

Before beginning, allow me to introduce myself. I am Ms. Henaway and I will be teaching your child Physical Education this year! Students will start off this year with making personal goals – maybe they want to improve their beep test results, build stamina in exercising or learn a new sport or concept! Our 3/4 cohort will also be focusing on Net and Wall games like tennis and Bug Squash (on the wall), looking at the main skill sets of creating a target and aiming; getting their body position correct and ready to throw. Get your running shoes on because we are about to jump into it!