

## 3/4 Term 4 Overview 2023

### Teachers

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### Literacy:

#### **Reading**

Students will listen to, read, view, interpret and evaluate spoken, written and multimodal texts as well as texts designed to inform, persuade and entertain. Students will develop their understanding of how texts, including multimedia texts, are influenced by context, purpose and audience.

#### **Writing**

Students will develop their skills in writing an information text, a persuasive text and a narrative/creative text using the correct structure and language features. They will respond to provocations and prompts that challenge their thinking and encourage them to write for a variety of audiences.

#### **Speaking and Listening**

Students will communicate their ideas and thinking with peers and teachers in a range of environments including small group settings, class discussions, class meetings and oral presentations. Students will listen to discussions, reflect and give opinion and feedback to peers.

### Numeracy:

#### **Number and Algebra**

Students will explore how to identify, manage and use money in practical ways. They will understand the importance of counting and solving everyday currency problems as an essential and life-long skill. Students will also revisit number and place value and the four operations: addition, subtraction, multiplication and division.

#### **Measurement and Geometry**

Students will use simple scales, legends and directions to interpret information contained in basic maps. They will use a grid reference system to describe locations and create routes using landmarks and directional language. Students will identify and compare angles and classify them as equal to, greater than or less than a right angle

#### **Statistics and Probability**

Students will construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values

### RE/Inquiry:

Students will explore the idea of God-given dignity or worth, and the implications of this; explore how a home provides a sense of dignity; and investigate responses to situations where people's dignity is not upheld

Students will explore the Rosary and its relevance in the Catholic faith. They will learn about the Sacrament of Confirmation and investigate the scripture story of The Pentecost, and how this important event helps us better understand this important Sacrament. Students will explore the season of Advent and Christmas.

In Inquiry Learning students will be engaged in the connections of the Geographical world as they learn about different environments, climate zones and natural vegetation. They will learn about Australia's neighboring countries and what is it like to live in different places on Earth?

### **Digital Technologies**

In Digital Technologies students will use the Scratch tutorial program. They will learn the skills of coding to prepare them for programming in the future. They will be using a variety of ICT skills and digital devices to create and publish work. Students will also engage in creating and maintaining their digital portfolio on SeeSaw

### **Wellbeing**

In Term Four as part of our commitment to student wellbeing we will continue to embed our Positive Behaviours for Learning expectations and use the Berry St strategies to support student learning in all learning areas and spaces. Students will continue to develop strategies that build their wellbeing and resilience. They will use techniques to self regulate so as to support them in their learning. Students will also complete selected activities to support learning from the Capabilities Curriculum. Teachers will continue to check in students daily with Circle Time and for students in years 3-6 they will continue to complete their Ripple check in daily. All students will participate in a "Feeling Safe " session with Cath McCallig in week 1. Students in grade 3/4 will participate in an overnight camp as part of the school's outdoor education program. Students will participate in classroom transition programs in preparation for next year.

### **Science**

In our Chemical Science unit, students will explore the three states of matter, solid, liquid, and gas—through interactive, hands-on experiences. They will investigate how temperature changes can alter a material's state and engage in scientific thinking and experimentation to deepen their understanding of these concepts.

### **Physical Education**

This term students will develop more complex skills such as overarm throw, underarm bowl, forehand strike and two-hand strike using a variety of balls and bats. These skills will be used in various modified striking and fielding games where the importance of teamwork and good sporting behaviours are emphasised.

### **Visual Art**

During Term Four, the Grade Three and Four students will be investigating the life and works of Japanese artist, Yayoi Kusama. They will make connections between her early life growing up on a farm in Japan and how these experiences influenced her artwork. The students will look at a

motif that runs through Yayoi's work, the Pumpkin, and discover its significance. They will compare and contrast artworks from other cultures and time periods, where pumpkins feature, and share their likes and dislikes of these art styles. The students will learn about sustainable art practices, as they collect and use waste from our school to create a 3D pumpkin sculpture, inspired by Yayoi Kusama's Pumpkins.



### **Performing Arts**

In Term Four of Performing Arts, students will begin with final rehearsals of their original scenes focusing on place, relationship and narrative to communicate a story to an audience. Using their plans and scripts, students will work in pairs or small groups to rehearse specific performance choices that can best show the audience who their characters are and what is happening to them. Following these performances, students will engage in a facilitated ensemble exercise: creating a short original film. Using what they have learned about dramatic narrative structure, the class will create an exciting story with memorable characters to be shown to an audience of classmates, friends and family.

### **Mandarin**

In Term Four, students will continue to explore the distinctive features of the spoken language and begin to use Pinyin and tone marks to practise syllables and tones they encounter in new words. In the Unit of Leisure Activities, they will learn to repeat speech and sounds from frequent and consistent teacher modeling and produce texts using familiar words or phrases.