


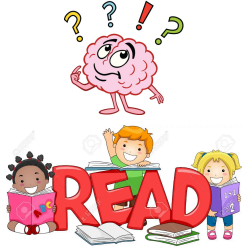


# 3/4 LEVEL NEWSLETTER

<b>WEEKS 7 &amp; 8</b>	<b>TERM 4</b>	<p style="text-align: center;"><b><u>BIRTHDAYS</u></b></p> <p>We hope the following students have a wonderful birthday: Sienna 1st, Anna 1st, Austin 2nd, Samuel M 5th, Oliver H 20th, Patrick R 22nd, Joel 29th, Veronica 30th</p> 
<b>Beginning:</b> Monday 18th- Friday 29th November		
	<b>MONDAY</b>	
	<b>TUESDAY</b>	STEM
	<b>WEDNESDAY</b>	Library - 3/4C and 3/4L
	<b>THURSDAY</b>	Physical Education AUSLAN Performing Arts Library - 3/4M
	<b>FRIDAY</b>	CLASS SPORT - wear sports uniform
<p style="text-align: center;"><b>RELIGION</b></p> 	<p><b><u>TOPIC:</u></b> Community</p> <p>Throughout this unit students will learn to recognise the Christian belief that God, as Trinity, is relational in nature. They will be able to identify and explain some scriptural passages that express God as Father, Son and Holy Spirit.</p> <p>Students will explain the significance of community for Christians. They will use different texts including the Ten Commandments and the wisdom of St. Paul to investigate experiences of different communities including the Jewish communities in first century Palestine, early Church communities in Australia (c. 1788 CE - c. 1850 CE) and contemporary Church communities to connect ideas about the significance of community for Christians.</p> <p>The students will be able to explain how free choice results in actions that affect the individual and their community. Students explain how practices and characteristics of contemporary parishes and dioceses are modelled on the mission and ministry of Jesus. They will demonstrate an understanding of how the celebrations of Anointing of the Sick and Penance continue Jesus' mission and ministry in the life of the community.</p>	
<p style="text-align: center;"><b>SPELLING</b></p> 	<p><b><u>Morphemes</u></b></p> <p>Students will continue learning about morphemes and how these can change the spelling and also meaning of a word. Morphemes are parts of words that change the word's meaning. They are made up of the base/root word, prefixes and suffixes. Prefixes are added to the beginning of the base/root word. Suffixes are added to the end of the base/root word. An example of this is the word 'unsupportive'.          Unsupportive = prefix 'un' + prefix 'sup' + base 'port' + suffix 'ive'</p> <p><b><u>Greek Etymology- Greek Numbers</u></b></p> <ul style="list-style-type: none"> <li>- <b>mon means ONE-</b> <i>monorail, monopoly, monopolise, monopolisation, monochrome, monochromatic, monarch, monarchy, monotonous</i></li> <li>- <b>di means TWO-</b> <i>dilemma, dilemmas, diversely, diversity, biodiverse, biodiversity, divert, diverting, diversion, diverge, diverges, diverged, divergent</i></li> </ul>	

- **tri** means **THREE**- *triathlon, triathlete, triceratops, tricycle, triad, trilogy, trigonometry*
- **tetra** means **FOUR**- *tetragon, tetrahedron*
- **penta** means **FIVE**- *pentathlon, pentagonal, pentagon, pentathlete, pentahedron*
- **hexa** means **SIX**- *hexagon, hexagonal, hexahedron*
- **hepta** means **SEVEN**- *heptagon, heptagonal, heptahedron*
- **oct/octa** means **EIGHT**- *octagon, octagonal, octahedron, octopus, octopuses, octopi, octad*
- **deca** means **TEN**- *decade, decagon, decahedron, decapod, decathlon, decathlete*
- **hect** means **100**- *hectare*
- **poly** means **MANY**- *polygon, polyhedron, monopoly, polyglot, polychrome, polychromatic, polygamy, polysyllabic*

## LITERACY/INQUIRY



### TOPIC: Natural Disasters

This term, students have explored natural disasters. We have learned about their classifications, causes, and impacts. Over the next two weeks, students will use their new understanding to write an informational report on a natural disaster event. They will be required to use the MPO (Multi-Paragraph Outline) structure and ensure that they include valid facts supported by credible resources, thus emphasising the importance of being critical when reading information.

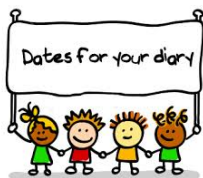
Furthermore, students will be tasked with using their critical and creative thinking skills to design a house that can withstand a specific natural disaster (e.g., earthquake, flood, hurricane) or a geological change (e.g., landslide, volcanic eruption). This project aims to enhance students' understanding of natural phenomena while fostering creativity and problem-solving skills. Additionally, students will present their designs to the class, explaining why they believe their designs would be effective.

## MATHS



### TOPIC: Probability

In Weeks 7 and 8, Students have moved onto Chance and Probability, which involves conducting chance experiments, identifying and describing potential outcomes, and acknowledging variations in results. Additionally, they will assess the likelihood of everyday occurrences and order them accordingly. Furthermore, they will recognize events that are not impacted by the occurrence of others. Finally, students will develop their own probability game, which will be shared with their peers in the 3/4 classes.



### **Some dates for your diary-**

- 22nd November- Mad About Science Incursion
- 26th November- 2025 Prep Transition (Year Fours required to meet their buddy)
- 28th November- Whole School Excursion Melbourne Zoo
- 29th November- School Closure Day