


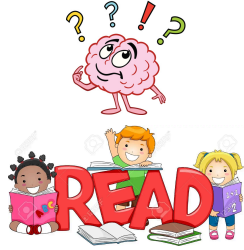


# 3/4 LEVEL NEWSLETTER

<b>WEEKS 5 &amp; 6</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 4th- Friday 15th 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>Latin base words 'form'</u></b></p> <p>Over the course of weeks 5 and 6 students will explore another Latin base word 'form' and will be reviewing previously taught concepts.</p> <p><b>Form= structure/shape/appearance</b></p>	

conform  
inform  
formula  
format  
reform  
uniform  
deform  
formal

**LITERACY/INQUIRY**

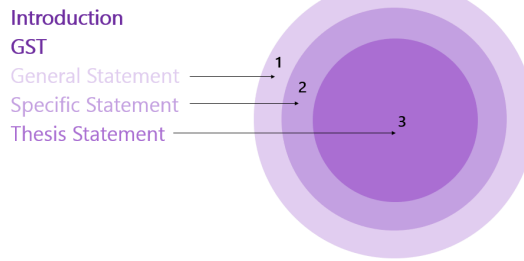


**TOPIC: Natural Disasters**

In weeks 5 and 6, students will be concluding our science unit on Natural Disasters. We will specifically learn about volcanoes—Pompeii and the cataclysmic eruption of Mount Tambora—and will review how droughts significantly impact Australia.

Over the course of these two weeks, students will learn how to plan a transition outline within an essay and how to use the GST method to structure and plan an introduction paragraph. Additionally, using the knowledge they have acquired throughout the unit, students will write a multi-paragraph essay on their chosen disaster

Writing Introduction Paragraphs



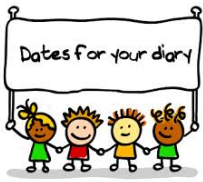
**MATHS**



**TOPIC: Mass and Capacity**

In Week 5, we will be focusing on the topic of Location. Students will explore various outcomes, including the use of map grid systems. They will learn how to give and follow directions on a grid map, enhancing their spatial awareness and navigational skills. Additionally, students will practise drawing their own maps on a grid, allowing them to apply their understanding creatively. Finally, we will introduce spreadsheet grid systems, where students will discover how to organise and analyse data effectively. This hands-on learning will help them develop essential skills in both mathematics and geography.

We will begin our study of Probability in week 6. Our focus will be on understanding the relationships between chance outcomes. Students will learn to identify both independent and dependent chance outcomes, enhancing their grasp of how different factors can affect results. Additionally, they will engage in hands-on activities to record the outcomes of various chance experiments. By comparing the results of these experiments, students will develop critical thinking skills and deepen their understanding of probability concepts.



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

- 4th November- School Closure Day
- 5th November- Melbourne Cup (Public Holiday)