

# Years 3 & 4 Curriculum Overview - Term 3, 2023



## Education in Faith

As part of their faith journey, students will continue to explore the Sacrament of Eucharist and the different parts of a mass. Students will investigate the historical context of the parables of Jesus and how they relate to everyday life. They will reflect on the relationship of the Catholic creation story and the Dreaming stories to link our RE and Inquiry learning. Students will participate in an action which will focus on sustainability to care for our world through a Catholic lens.



## English



In Reading and Viewing, students will explore how language is used to describe the settings in texts, by understanding the events that shape and influence the mood of a narrative. They will explicitly investigate language devices to enhance and shape the reader's reaction. Students will draw connections between personal experiences, the world around them and other texts to deepen their understanding of what they read.

In Writing, students will focus on persuasive writing, exploring modality and persuasive devices to formulate strong and specific reasons for their opinions on given topics, thereby being able to convince their readers to believe in their ideas or opinions. Students will also be engaged in an explicit understanding and use of grammar, including tenses, contractions, conjunctions, collective nouns and complex and compound sentence structure.

In Term Three, the students will continue to work on their weekly SMART spelling focus, using syllable, letter and sound strategies. <http://www.smartspelling.com.au/>. They will use the concept of 'nonsense' words to assist with consolidating their spelling focus.

In Speaking and Listening, students will draw on relevant research to prepare an oral presentation, using appropriate tone, pace, pitch and volume in the delivery of their speech.



## Mathematics

In Number and Algebra, students will be using efficient strategies to solve division problems and will also investigate the inverse relationship between multiplication and division. They will explore the concept of money, recognising that cents are part of a dollar. Students will also represent money values in multiple ways, along with counting the change required for simple transactions.

In Measurement and Geometry, students will learn about Area. They will measure the area of rectangles by counting the number of square centimetres and compare areas using grid paper. Students will investigate the connection with multiplication and use their critical thinking to find solutions in the most efficient way possible. In Volume, Capacity and Mass they will recognise the importance of using common units of measurement. Students will use centimetres and metres, square centimetres, grams and kilograms and millilitres and litres. They will also identify angles as measures of turn and compare angle sizes in everyday situations.

## Wellbeing

Students will continue to work through the Resilience Rights and Respectful Relationships program with a focus on problem solving and body kindness. They will explore strategies to cope with challenging situations and discuss a variety of scenarios and actions they could take to problem solve.

## Inquiry Learning

### Science - What is my impact?

Students will explore situations where science understanding can influence their own and others' actions. They will explain the effects of Earth's rotation on its axis and how natural and human processes cause changes to Earth's surface. Students will group living things based on observable features and distinguish them from non-living things. They will describe relationships that assist the survival of living things and compare the key stages in the life cycle of an animal.



## Digital Technologies

Students will continue to develop their knowledge of navigating chromebooks and Cybersaftey. They will have the opportunity to complete their work on Google Classroom to support the development of their technological abilities, particularly their typing confidence and efficiency. Students will participate in an *Inform and Empower* cyber safety webinar, with a focus on cyberbullying and being an upstander.

## Performing Arts

Students will explore the performance-based discipline of Music, with a focus on learning how to play the *Djembe*, a West African hand drum. To begin, the students will learn background information about the Djembe and some basic techniques, including how to hold the drum, correct playing posture, and the parts of the hand used to play the drum. They will be introduced to the basic tones of the Djembe, the bass, tone, and slap. Throughout the term, the students will learn to play a series of rhythmic patterns, including call and response phrases, and learn to follow changes in tempo and dynamics. They will learn traditional songs, and will have the opportunity to document their own compositions, which they will rehearse and perform for an audience. The students will also have the opportunity to create and perform a talent act of their choice, which they may choose to perform in front of a live audience at the 'Holy Spirit Talent Showcase'.

## Visual Art

Students will be celebrating the artworks that they have created this year with Holy Spirit's 'All children are artists' Art Show. They will have the opportunity to choose, mount and label their own work and assess which pieces they like the best and why. The students will have the opportunity to create work using neon paints, paper and pastels. They will be able to then experience the effect and impact UV lights have on neon in a blacked out room. The students will continue their 3D animal sculptures made out of recyclable items. After using a range of joining techniques to ensure their work is secure, they will use paper mache to cover their animal. They will then use paint and collaged neon paper to decorate their animal, taking inspiration from the colours and style of Australian artist Pete Cromer.

## Physical Education

Students will start off the term with an Athletics unit in preparation for their Athletics Trials Day. They will learn the correct techniques in a number of athletic events including; shot put, discus, long/triple jump, hurdles and sprints. Students will then participate in a unit of *Yulunga*\*: Traditional Indigenous Games. Through participation in a selection of games and activities from Aboriginal and Torres Strait Islander societies all around Australia they will have an opportunity to learn about, appreciate and experience aspects of Indigenous culture through physically active games. Students will then use this experience to create their own original game or movement challenge, using different equipment and coming up with a set of basic rules and scoring system.

*\*Yulunga means playing in the language of the Kamilaroi (Gamori) people of northern-western New South Wales.*

## S.T.E.M.

Students will investigate the question 'How do the properties of materials relate to their use?'. They will develop an understanding of the properties of natural and processed materials. Through investigations, students will explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely. They will be introduced to the science journal to record their observations, during, and reflections after each activity, using written text, drawings, labelled diagrams, photographs, tables and graphs. as text, labelled diagrams to analyse patterns and relationships. Addressing the term's key idea of *sustainability*, students will come to realise that materials are combined to make them more useful, and that scientists develop new materials based on their properties. They will be able to utilise this knowledge, their skills and values, when making decisions about individual and community actions that contribute to sustainable patterns of use of the Earth's natural resources.