

Term 4 Learning Overview Years 3-4

Literacy:

Students will continue with their study of the text “Charlotte’s Web” by E.B White, recalling the purpose, structure and features of a narrative text whilst developing their own introduction, action and resolution paragraphs. They will then begin a text study on “The One and Only Ivan” by Katherine Applegate where they will be introduced to the features of persuasive texts before commencing planning and writing their own persuasive letters as part of this unit.

Mathematics:

Students will continue Maths units through OCHRE Education. They will build on their understanding of decimals, exploring place value through tenths and hundredths and will apply this learning to the measurement of length, mass and financial contexts. They will develop their skills around measuring, comparing and estimating mass and capacity. Data will be explored with students collecting and recording data, displaying it in various ways (including pictographs and column graphs) and interpreting the information presented. Students will engage in learning around the topic of location, developing and utilizing maps. They will also begin identifying, constructing, sorting and comparing various 3D shapes.

Inquiry:

Inquiry lessons will be dedicated to the Energy Breakthrough program where students will engage in learning around nutrition, sleep, mental health and exercise in preparation for the EBT event. Students will plan and rehearse a presentation on their EBT learning journey before presenting it at the event in November.

Religion:

“Living as Disciples”: In this unit students will focus on our mission to respond to God’s love for us and all creation with the love and compassion of Jesus who said, “Learn from me for I am gentle and humble of heart.”

“The Birth of Jesus, The Messiah”: This unit examines the importance of stories. In particular, the story of the birth of Jesus from the Gospel of Matthew is studied. Its symbolic value is explored and the implications of the Christmas event are named.

Physical Education:

Throughout Term 4, students will be practising and applying basic movement strategies to achieve the desired movement outcomes throughout our fitness program in the lead up to Energy Breakthrough. They will do this by manipulating their centre of gravity to enhance stability as they perform a range of balance activities.

In our tennis program, students will learn how to apply rules and scoring systems to promote fair play and inclusion when participating in or designing physical activities. They will be able to do this by collaborating to decide rules for a new game to promote fair play and inclusion of all peers.

Science

Students will explore the theme “Our Impact on the Planet” with a focus on understanding the greenhouse effect and the role of carbon emissions in climate change. Students will investigate how the greenhouse effect works and why it is vital for maintaining Earth’s temperature balance. They will then examine how human activities, such as transport, energy use and waste production, can increase greenhouse gases and contribute to global warming.

Students will calculate their own carbon footprints, identifying which everyday activities contribute most to emissions. They will use this data to analyse patterns and discuss practical ways to reduce their environmental impact.

By the end of the unit, students will understand how individual and collective actions can make a difference in protecting the environment. They will apply this knowledge to their design thinking to produce a presentation for the Energy Breakthrough Challenge.

Music

During the term, students will learn to explore the musical elements of rhythm, pitch, and form through performing and analysing songs from the *ABC Let’s Sing* series. Students will learn how composers use repetition to create memorable melodies and structure. They will experiment with call-and-response singing and simple harmonies in small groups. Students will rehearse and perform short sections using voice, movement, and percussion, applying expressive techniques such as tempo changes. They will also create short compositions inspired by the program’s songs, focusing on adding their own lyrics or rhythmic patterns. Through discussion and reflection, students will identify how musical choices communicate emotion and meaning.