

CURRICULUM NOTES

ST JOSEPH'S ROCHESTER
YEAR 3/4



WELCOME TO TERM 4

We hope you had a restful break and are feeling refreshed and ready for the exciting term ahead! As we enter our final stretch for the year, we have many engaging activities and learning opportunities planned. We are confident that together, we will continue to grow and achieve great things within our classrooms. Let's make this term a memorable one by supporting each other and striving to do our best every day. We look forward to working with you all to ensure a successful and enjoyable Term 4!



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ST JOSEPH'S ROCHESTER
Year 3/4

WELCOME TO TERM 4

Reminders:

Homework

-will be returned on Thursday and is expected to be sent home by staff on the following Monday.

Reading

-Students are expected to engage in daily reading, which includes reading a target text with educators at least twice a week. In addition, students will read texts from our text-based unit to support the current focus on vocabulary and language, either independently or with a partner.

-Each day, we will read from a class novel

-there will also be a reading fluency and phrasing focus group, which will involve 5-10 minutes of targeted teaching using a specific text.

-Students are encouraged to independently manage their take-home readers.

Sun Safety

Please ensure your child brings a hat and a water bottle each day

ENGLISH

This term, we will be working hard on strengthening key literacy skills through explicit teaching in phonemes, morphology, sentence structure and our text-based units. By breaking down these essential components of language step-by-step, students are gaining a deeper understanding of how words and sentences work together to convey meaning. Our focus on phonemes is helping students sharpen their decoding skills, while exploring morphology (the structure of words) is boosting their vocabulary and spelling. Through sentence structure activities, they're learning to construct clear, meaningful sentences, and our text-based units are giving them the chance to apply these skills to comprehend and analyze longer passages.

These foundational skills are not only helping students thrive this year, but they're also setting us up for success as we move into next year, where we will continue to build on these strategies with a new literacy focus.

Text Based Units: This term will feature two text-based units:

Rosy's Journey: Rosy's Journey is a short story by Louisa May Alcott, author of Little Women. It is an allegory about the importance of kindness, centering on a young girl who searches for her father, who is away at the goldfields. An allegory is a story with a deeper or hidden meaning, often using symbols to represent moral lessons. We will explore various examples of allegory throughout the unit. For their assessment, students will:

- Write journal entries from Rosy's perspective about her journey.
- Write a general journey tale of their own



The Elves and the Shoemaker: In the spirit of Christmas, we will read The Elves and the Shoemaker, a beloved story by the Brothers Grimm first published in 1812. The story introduces several themes, including:

- Selfless giving: The elves help the shoemaker and his wife without expecting thanks or recognition, despite their own needs.
- Gratitude: In response, the shoemaker and his wife make clothes for the elves to show their appreciation.

The ending raises thought-provoking questions:

- Are the elves selfish for not returning after receiving the clothes?
- Should the shoemaker and his wife feel upset that the elves disappear afterward?
- Was it right for the shoemaker and his wife to accept the elves' help for so long without offering anything in return?

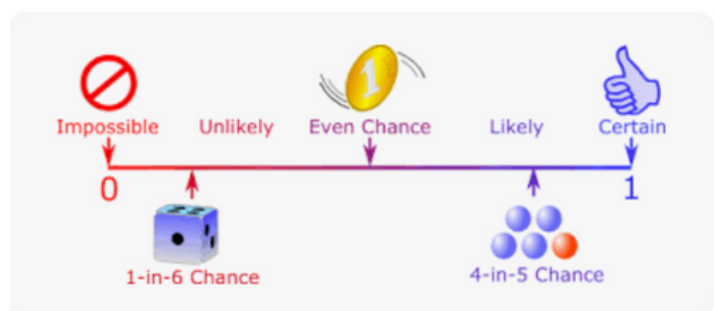
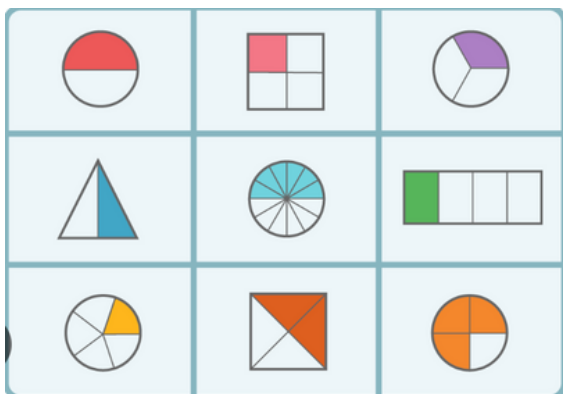
Throughout the unit, students will examine the message and language features of the story. For the final task, they will write a reader's theatre from the perspective of the elves, retelling the events of the story, and perform it for the class



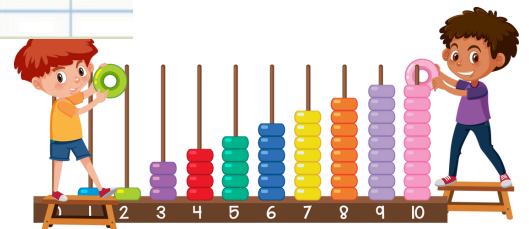
MATHEMATICS

This term, we'll be diving into several key areas of mathematics to strengthen our understanding and problem-solving skills:

- **Fractions:** We will explore how to compare, order, and work with fractions in different contexts, building a strong foundation for future learning in decimals and percentages.
- **Length and Perimeter/Area:** Students will measure and calculate the length, perimeter, and area of various shapes, applying these skills in practical, real-world scenarios.
- **Probability:** Through engaging activities, we'll investigate chance and probability, helping students understand and predict the likelihood of different events.
- **Location:** Using maps and coordinates, we'll study location and direction, enhancing students' spatial awareness and ability to navigate different environments.



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RELIGION



In the unit "Christmas - Jesse Tree," students will explore how Christmas fulfills God's promise and is a time to celebrate the birth of Jesus. Advent is a period of anticipation, looking forward to the fulfillment of that promise. During Christmas, we celebrate Jesus' presence in our lives by living with love and serving others. By the end of the unit, students will begin to understand the concept of promise, recognize Advent as a liturgical season of preparation for Christ's coming, and identify key figures in the Scriptures who awaited his birth. We will study various scriptures and use visual art to demonstrate our learning:

1. Create a two-dimensional Jesse Tree.
2. Design a bauble, writing a sentence about a biblical figure on one side and drawing a symbol on the other. Students will add the bauble to the Jesse Tree to represent each person they researched during the unit .

INQUIRY

Frame by Frame

The students will practice creative thinking as they develop a simple story, including characters, settings, and props. They will create a storyboard that illustrates the most interesting scene from their story idea, which they will then use to produce a stop-motion animation. They will also build a set and props, capture images for the animation, and edit the project using a computer.

Later in the term we will request that students bring small figurines, such as LEGO, in a ziplock bag. The final animations will be presented to a larger audience towards the end of term.



AUSLAN *with Tim*



Across Term 4 each of the classrooms will continue learning Auslan. They will continue to develop their ability to use everyday signs that are school related to building on their awareness of Auslan as a language and continue to develop awareness of the Deaf community.

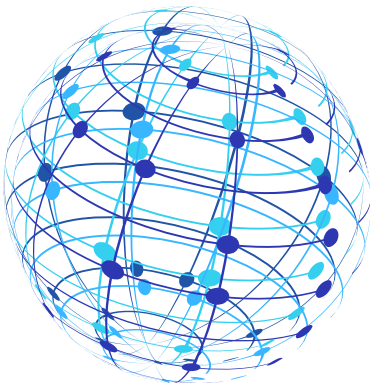
We will continue to welcome Tim as our Language Assistant on a Friday into each of the classrooms, where he will help with our daily Auslan practise, focusing on the above topics and will also teach students topical signs (eg: Christmas signs).

RRRR *with Mrs Bennett*



This term in RRRR's children will explore Gender and Identity. Learning experiences will support the students to learn about some of the differences and similarities between students in the class and appreciate that it is important to respect differences between people. Students will play games such as Human Bingo and create an Identity wheel. Discussion will support students to value and show respect for diversity and difference and learn how to apply these attitudes within respectful relationships. The second unit, Positive Gender Relations, is focused on identifying different forms of gender-based violence, including physical, verbal and psychological and the effects this has on targets, witnesses and perpetrators. Students will describe and demonstrate what respectful, gender inclusive behaviours look like in action informed by human rights. They will also describe and practice help-seeking and strategies that can be used when encountering uncomfortable or unsafe situations involving peers or adults.

DIGITAL TECHNOLOGY *with Mr Davison*



In Term 4, our Grade 3/4 students will begin exploring Scratch programming. They will start by learning to position sprites on a 2D plane using x and y coordinates. This foundational skill will prepare them for more advanced coding concepts. Throughout the term, students will cover topics such as user input, if statements for decision-making, loops, and storing data in variables. These lessons align with the Victorian Curriculum and help students implement simple digital solutions using visual programming.

As they progress, students will build on previous courses like "Get Started," "Get Moving," and "Get Interactive," developing problem-solving skills and gaining confidence in creating their projects in Scratch.

PHYSICAL EDUCATION *with Miss McEvoy*

Welcome to the final term of the year! As we enjoy the warmer weather, we are excited to kick off with a Skateboard Education unit, building on last term's Scooter Education. Thanks to a very generous school in Bendigo, we will have skateboards and safety gear for a fun, active program focusing on balance, agility, coordination, and technique. Next, we will dive into a Soccer unit, using our new soccer nets that we secured through some funding. We will start with stationary skills, practicing footwork with a follow-the-leader approach to enhance control and technique. We will also cover food and nutrition basics, aiming to boost knowledge, attitudes, and skills for healthy eating. Looking forward to a fantastic term filled with activity and learning!



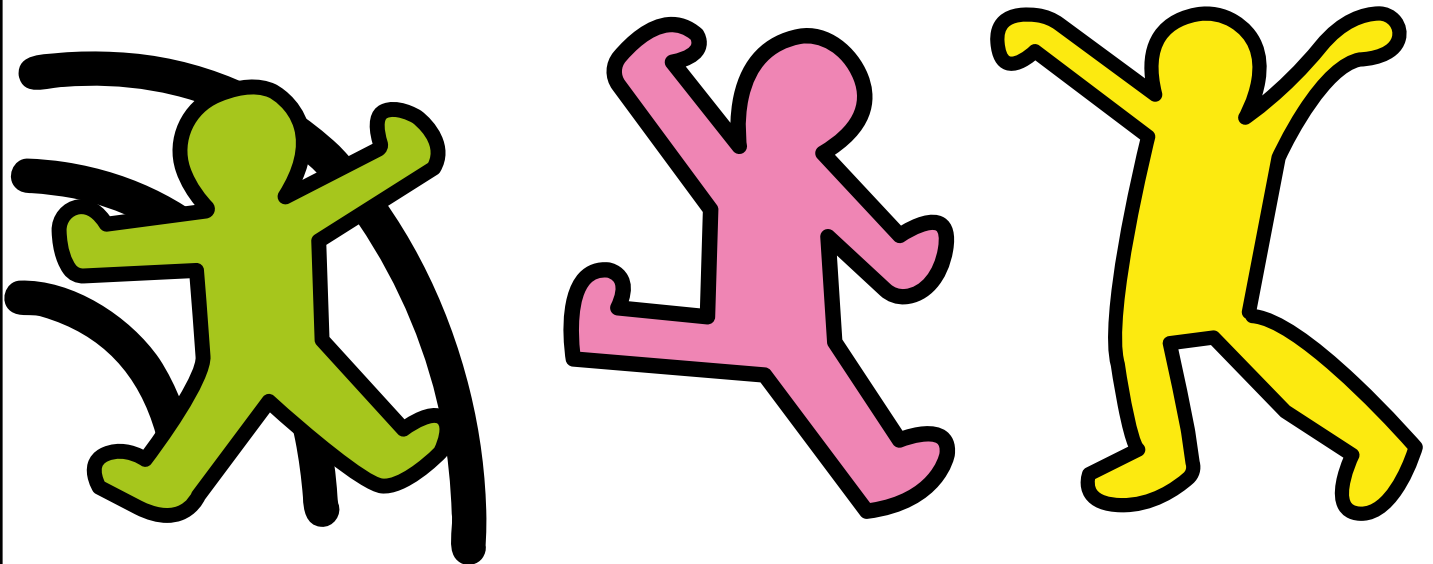
This term the students will participate in a 30 minute Kelly Sports session. The session will be delivered by a trained facilitator. The focus this term will be mixed sports. Students will focus on developing skills in the areas of throwing, catching, striking and kicking along with an explicit focus on team building. The students will engage in a range of fun activities each week to support them to learn skills and rules associated with different sports. The sports that the students will focus on this term are netball, basketball, touch rugby, cricket, tennis, golf, soccer and AFL. The last session for the term will be a “surprise celebration”. We look forward to a term of fun and activity with Kelly Sports.

VISUAL ART

with
Mrs Carmichael

*Creativity
takes
COURAGE*
-Henri Matisse

In Term 4, students will be exploring the element of line in visual art. Students will be engaged in pieces that allow them to experiment with different types of lines, such as contour lines, gestural lines and implied lines. In addition, they will be exposed to various artists who have made significant contributions to this element such as Keith Haring and his graffiti-inspired art which relies heavily on bold, dynamic lines, making his work accessible and impactful. We look forward to showcasing some of the work that students have completed during the year with an Artist's Walk later in the term.



IMPORTANT DATES

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| Week 1 7 - 11 Oct | |
| Week 2 14 -18 Oct | 17: Andrew Chinn visiting St Joseph's 18: Campaspe Basketball Tournament - Grade 5/6 |
| Week 3 21 25 Oct | 22: Little Joey's 23: P & F meeting @ 7pm 25: World Teachers Day |
| Week 4 28 Oct - 1 Nov Wellness Week | 29: Little Joey's |
| Week 5 4 - 8 Nov | 4: Pupil Free Day 5: Melbourne Cup Day (Public Holiday) |
| Week 6 11 - 15 Nov | 12: 5/6 Summer Sports 12: Little Joey's 13: World Kindness Day 14: 3/4 Summer Sports |
| Week 7 18 - 22 Nov | 19: Little Joey's |
| Week 8 25 -29 Nov | 19: Little Joey's |

IMPORTANT DATES

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| <p>Week 9 2 - 6 Dec</p> | <p>3: Little Joey's 3 - 4: Learning Conversations 4: Student Advisory Council & P&F dinner</p> |
| <p>Week 10 9 -13 Dec</p> | <p>10: Statewide Transition Day</p> |
| <p>Week 11 16 - 20 Dec</p> | <p>18: Students finish</p> |



SCHOOL INFORMATION

Principal:

Mrs Elizabeth Trewick
etrewick@sjrochester.catholic.edu.au

Pastoral Wellbeing:

Mrs Jessica Carmichael
jcarmichael@sjrochester.catholic.edu.au

Learning and Teaching:

Mrs Susan Kerlin
skerlin@sjrochester.catholic.edu.au

Learning Diversity:

Mrs Cheryl Schwab
cschwab@sjrochester.catholic.edu.au

Catholic Identity:

Miss Eliza McNamara
emcnamara@sjrochester.catholic.edu.au

Administration:

Office hours 8:30am - 4:00pm

Mrs Maria Whitehead
mariaw@sjrochester.catholic.edu.au
(Monday - Wednesday)

Mrs Toni Cartlidge
tcripps@sjrochester.catholic.edu.au
(Thursday - Friday)

Mrs Bree Cox - Finance Officer
bcox@sjrochester.catholic.edu.au

Phone contact:
Office - 54841797
Mobile - 0488191875

(please note this phone is not manned at all times and any urgent messages should be given via phone call)