

CURRICULUM NOTES

ST JOSEPH'S ROCHESTER
YEAR 3/4



WELCOME TO TERM 3

Welcome back to a fabulous, fun-filled term ahead of us. We hope everyone had a wonderful break and enjoyed some relaxing family time. Term 3 promises to keep us on our toes. Miss Williams and Mrs Schwab have planned an action-packed term and will be working together to create memorable learning experiences throughout the term. We are very excited about this term as we head to Swan Hill for school camp on the 29th-30th of August but we also have some special events throughout the the term to look forward to:

- De La Selle school band- on Wednesday we went to Rochester Secondary College to listen to a variety of different band performances
- Science Week - a Twisted Science Incursion and then we end the term with
- Swimming - swimming at EWMAC Echuca in the last week of term

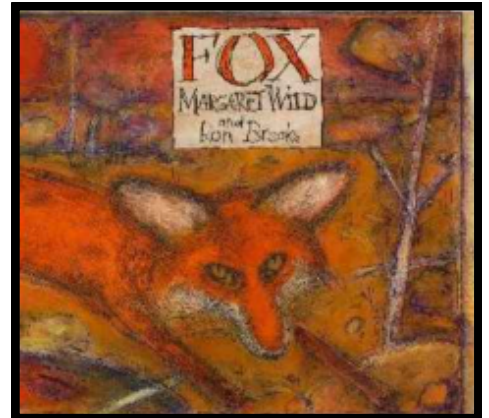
Miss Williams will be away for the first six weeks of Term 3 but has left 3/4 EW in very capable hands. She will return just in time for the school camp and will touch base with families upon her return. if you have any concerns please come in to the classroom or contact Mrs Kerlin or Mrs Trewick.



ENGLISH

We will explore two text-based units this term. The first is *Fox*, written by Margaret Wild. This book tells the story of an unlikely friendship between a dog and a magpie and how they work together to thrive after a bushfire. Their friendship is strong until Fox appears. Fox is angry and jealous of the friendship between Magpie and Dog and sets out to ruin it. This unit focuses on inferring through the examination of characters' thoughts and feelings as indicated by their actions. Students will evaluate the author's decision-making around vocabulary related to character actions.

The students will respond by writing the scene where Magpie is trying to get home to the dog. They will write to convey Magpie's thoughts, feelings, and motivations through their responses to their actions. Additionally, students will write a scene or the story from Fox's perspective, explaining his thoughts and motivations.



Our second text is "The King of the Polar Bears," a short story written by L. Frank Baum, the author of *The Wizard of Oz*. This story teaches us that true dignity and courage depend not upon outward appearance but come rather from within; also that brag and bluster are poor weapons to carry into battle. "The King of the Polar Bears" describes the experiences of a polar bear who is skinned by fur traders but does not die. His friends, the birds, replace his fur with feathers, causing some other polar bears to doubt his suitability to be king. Despite this, the King of the Polar Bears defends his crown and shows that appearance is not the defining factor in someone's character. The text contains complex sentence structures, challenging vocabulary and detailed descriptions, making it a great text to stretch students' comprehension and writing skills. This unit focuses on adverb groups and phrases. Adverbs are words that modify verbs, often ending in 'ly', and tell us where, how, and when an action occurred. Adverb phrases are groups of words modifying a verb and do not contain a verb (e.g., "up the hill" in "She ran up the hill"). Adverb clauses are groups of words modifying a verb and do contain a verb (e.g., "until the teacher told them to stop" in "The children sang until the teacher told them to stop"). When writing, it is important that students describe or give additional information about how, where or when an action took place.

Students will represent their learning by:

- Creating a character description of the King of the Polar Bears using expanded adverbial phrases.
- Writing a record of a conversation between two seagulls, recounting the events of the story "The King of the Polar Bears."
- Writing a non-fiction exposition text outlining the experiences of the King of the Polar Bears and his changes throughout the story. This text will include three paragraphs, an introduction sentence and a conclusion sentence.

MATHEMATICS

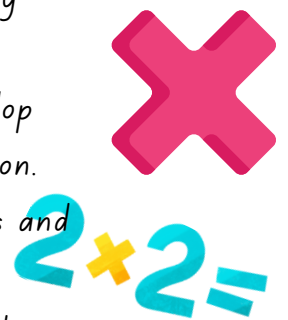
PLACE VALUE

Students will continue to explore the six aspects of place value. Each 'step' is organized into three sections: 'Get Started,' 'Go Deeper' and 'Review and Reflect.' We will focus on:

- Counting: Counting by 10s, 100s, and 1000s, bridging over decades and centuries; counting forwards and backwards in place value parts.
- Bridging: Moving forwards and backwards over place value segments.
- Identifying: Recognizing the number before, after and next in a sequence;
- Understanding the concepts of more, less, greater, larger, and between.
- Making/Representing: Partitioning numbers and using number lines; representing or identifying the value of a number using a range of materials or manipulatives (e.g., base-ten blocks, colored counters) to explore concepts such as 3 tens and 9 ones equaling 39, and 2 tens and 19 ones also equaling 39.
- Calculating: Renaming numbers in multiple ways in terms of place value parts without the use of manipulatives; for example, 47 is equivalent to 3 tens and 17 ones, or 2 tens and 27 ones.
- Renaming: Reading and writing numbers in words and figures, identifying the names of each place value column, and understanding the value of digits in a number. Rounding numbers to the nearest place value part.

MULTIPLICATION

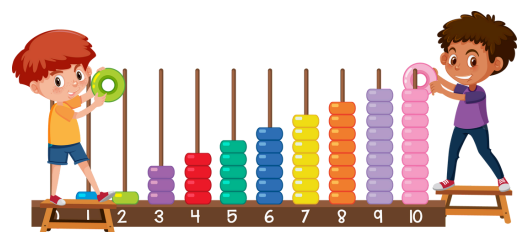
Students will consolidate their knowledge of equal groups and arrays. They will practice and recall multiplication facts of two, three, five, and ten by using card games such as Multiplication War. They will also develop efficient mental and written strategies for both multiplication and division. Students will continue to enhance their knowledge of multiplication facts and learn how to record multiplication and division using arrays, number sentences, and algorithms. They will then apply these written and mental strategies to solve word problems



TIME

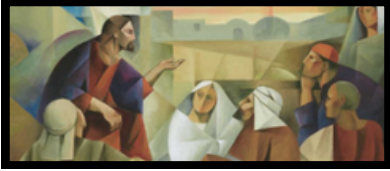


Students will learn to tell time to the minute on both analog and digital clocks. They will also use AM and PM notation and solve simple time-related problems. Additionally, students will use calendars to solve simple time problems, enhancing their understanding of days, weeks, and months.



RELIGION

In the unit "Reaching Out and Serving Others," students will explore the concept of loving service and relate it to mission, based on Jesus' example. Students will examine ways in which Christians serve others, particularly those overseas. They will demonstrate their understanding by creating a collage of words, images, and phrases that provide examples of people in the community "Reaching Out and Serving Others." On a separate sheet of paper, students will select two images, words, or phrases from the collage and write a sentence about why they included each one.



In the second unit of the term, "Jesus' Parables," students will learn about the structure and content of selected parables—simple stories used to illustrate moral or spiritual lessons, as told by Jesus in the Gospels. They will explore these parables in detail to understand their messages. Students will also study the Old and New Testaments, make personal connections with the parables, and write prayers of petition. By the end of the unit, students should be able to explain the meaning of the Parable of the Sower and how it relates to their lives. They will be able to recognize parables as a genre in Scripture, explore various examples and their meanings, and apply the messages to their own lives.

INQUIRY

The unit Someone's Else's Shoes provides the opportunity for the students to learn about social justice issues experienced by people with disabilities. Being in someone else's shoes allows us to imagine how we would feel and how we might act if we were them. We will investigate organizations and aids that support people with disabilities, what it is like to live with a disability and criteria for good rules and laws. Through listening to a guest speaker, we will gain an authentic view of what it is like to live with a disability. We will also research a disability and write creatively about an important day in the life of someone who has that disability. Additionally, students will learn about the role that rules and laws play in our community as they share their opinions about existing laws



AUSLAN with Tim



This term, on Friday's, we will continue to learn Auslan with the support and direction of Tim, our Language Facilitator. Across the term we will focus on a range of topical categories including Olympics (eg: sports) and Father's Day.

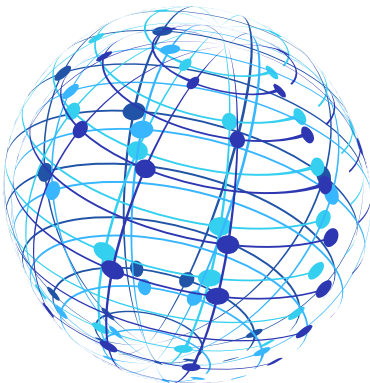
We will also continue with daily mini lessons where students and staff will learn Auslan together. Across this term we will continue to consolidate and learn school related signs (eg: lunchtime, look at each other, subjects, can I have a drink?).

RRRR with Mrs Bennett



This Term in RRRR students will explore Stress Management and Help Seeking. During the Stress Management unit, students will take part in learning experiences that describe the influence that people, situations and events have on their emotions. They will explore strategies to manage physical, social and emotional change. The students will work together to identify situations that cause them stress and the coping strategies they can use when they experience stress. Throughout the unit students learning experiences will involve stories, music, movement, art and games to support students to identify strategies to help deal with strong emotions. The second unit, Help Seeking, is focused on identifying a range of conflict resolution and help-seeking strategies to negotiate positive outcomes to problems. Students will identify and practice communication skill that enhance peer support and help-seeking. They will take part in activities that discuss the concept of leadership and where they can adopt this role in situations. Students will use role play to describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

DIGITAL TECHNOLOGY with Mr Davison



This term, the Year 3 and 4 students will explore the basics of computer programming. They will learn that programs are a series of instructions that can change based on different user inputs or conditions.

We will study how digital systems follow these pathways, using flow charts to show the step-by-step process of how computers think and operate. Students will create these pathways by drawing them, using cards, and manipulating them digitally with block-based programming languages.

By the end of the term, students will understand how instructions in computer programs work and how they can be represented in different forms. This hands-on approach will help them develop creativity and problem-solving skills. We look forward to seeing their progress and excitement in learning.

PHYSICAL EDUCATION *with Miss McEvoy*

In Term 3 students will complete an Athletics unit in the lead up to the Waranga Athletics Sports Day in August. Students will refine and expand their skills in a variety of different athletic sports. These activities include shot put, discus, triple jump, long jump, high jump, hurdles, sprints and distance run. Students will also practice basic running techniques with a focus on speed, agility, acceleration and coordination which will assist students in the running relays.

The last part of Term 3 will see the introduction of our brand new scooters. Thanks to some funding we were able to purchase a class set of scooters. Scooter Education will allow students to develop an understanding of the skills & knowledge required to successfully ride a scooter with control both socially and as active transport. Students will develop the overall skill set that is required to have fun and be safe on the scooter but also to be confident drivers so they are able to use this as a form of Active Transport.



with Coach Wade

This term students will again participate in Physical Education sessions facilitated by Kelly Sports. Students will have a 40 minute session each week (on a Friday). They will have the opportunity to focus on the following sports; cricket, golf, hockey, ultimate frisbee, basketball, netball, AFL, soccer and rugby. Each week, through a focus on a sport, students will learn the basic skills associated with each sport eg;

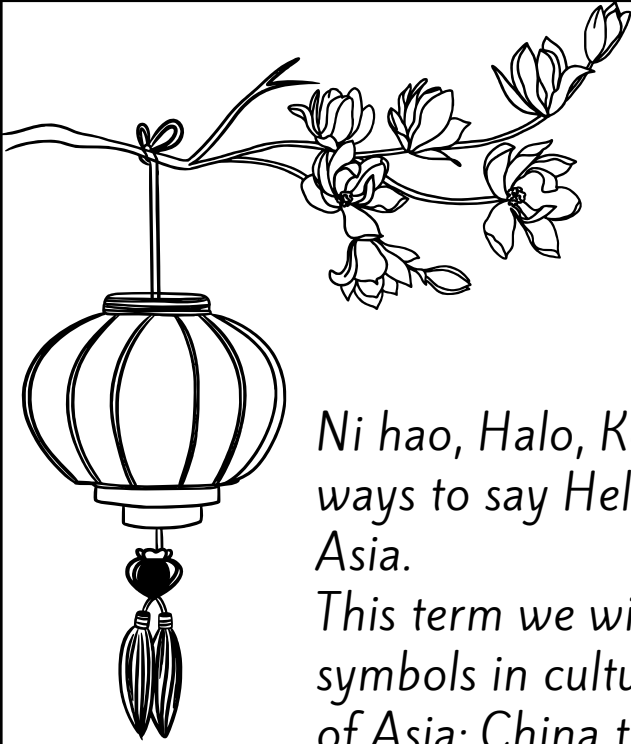
- cricket - batting, fielding and bowling
- hockey - passing, dribbling and scoring
- ultimate frisbee - throwing, catching and throwing accuracy
- basketball, soccer - dribbling, passing and shooting
- AFL - hand balling, marking and kicking

During the last week of the term students will participate in team building activities. This is always eagerly looked forward to by all students. During team building activities they will need to work collaboratively throughout a variety of challenges to promote working together as a team. There will again be lots of fun and activity in the Kelly sports sessions this term.

VISUAL ART

with
Mrs Carmichael

*Creativity
takes
COURAGE*
-Henri Matisse



Ni hao, Halo, Konnichiwa, Sawasdee— there are many ways to say Hello when you are in different parts of Asia.

This term we will be exploring the significance of symbols in culture and storytelling from various parts of Asia; China to Japan, Indonesia to Thailand.

Students will spend time discussing artworks and how they are made for specific communities or cultures, for example, what clues in the artwork tell them where it was made, by whom, and why. Students will be encouraged to experiment with visual conventions and styles from different cultures to create particular visual effects in their artwork.

Art Show
Term 4

Keep your eyes open for a **SAVE THE DATE** for our art evening to view the spectacular pieces children have created throughout the year.

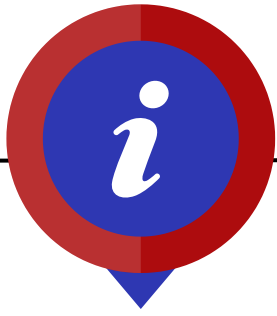


IMPORTANT DATES

Week 1 15 - 19 July	16: ASPA (Grade 5/6) 16: Little Joey's 17: DeLa Selle college band (@RSC)
Week 2 22 - 26 July	23: Little Joey's
Week 3 29 July - 2 Aug	30: International Day of Friendship 30: Little Joey's 31: Dogs Connect Parent Information
Week 4 5 Aug - 9 Aug Wellness Week	6: Little Joey's 6: School Advisory Council
Week 5 12 - 16 Aug National Science Week	12: Twisted Science Science Shows 13: Little Joey's 16: <u>Bullying No Way</u> 16: Kyabram Athletics (3-6)
Week 6 19 - 23 Aug	20: Little Joey's
Week 7 26 - 30 Aug RSC Work Experience	27: Little Joey's 29: Shoelace Guy 29 - 30: 3/4 Camp - Swan Hill
Week 8 2 - 6 Sept	3: Little Joey's 3: Learning Conversations 4: Learning Conversations

IMPORTANT DATES

<p>Week 9 9 - 13 Sept</p>	<p>9: The Resilience Project in Rochester 10: Little Joeys 12th: Sandhurst Arts on Show - Echuca 12: <u>R U OK?</u> Day 13: Sacrament of Confirmation & Eucharist</p>
<p>Week 10 16 - 20 Sept</p>	<p>Swimming EWMAC ALL WEEK</p> <p>17: <u>NO Little Joey's this week due to swimming</u> 18: Jocelyn Seamer 19: SCHOOL CLOSURE DAY - Jocelyn Seamer</p>



SCHOOL INFORMATION

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