



## **Year 3/4 Term 3 Overview 2024**

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### **Religious Education**

Students will continue to explore the Sacrament of the Holy Eucharist. This includes learning about the symbols, signs and rituals associated with the Sacrament. In the unit they will continue to learn about the Mass as a community event and celebration. Students will explore the four parts of the Mass and some of our students will prepare for the Sacrament of First Communion.

Students will develop an understanding of how we follow Jesus' commandment to love one another. They will explore and discuss ways in which we are fair and unfair in our society, and how, by becoming more like Jesus, we are displaying the importance of social justice for all.

### **Inquiry**

In this unit, students are learning about social justice issues experienced by people with disabilities. They learn about the role that rules and laws play in our community as they share their opinions about existing laws. Students will explore how the Olympics intersect with social justice, examining both historical contexts and contemporary issues. They will analyse the role of the Olympics in promoting equality and diversity, considering instances where the games have sparked discussions or actions related to human rights and inclusivity.

### **Literacy**

#### **Reading:**

Students will read a variety of texts as they continue to develop their comprehension strategies, with a focus on word meaning in context, recognising cause and effect and thinking about the word meaning through inferring. Students will read independently, be exposed to Modelled Reading through the class text and explicit teaching in guided reading groups.

#### **Writing:**

Students will gather relevant information about an athlete and an olympic sporting event to write a biography and an information report. Students will consolidate their narrative and persuasive writing techniques using correct structure and language features. They will focus on their editing skills to improve the content of their work, following teacher feedback. Students will develop their spelling skills using the Smart Spelling program. They will continue to consolidate their handwriting using Victorian Cursive Script.

#### **Speaking & Listening:**

Students will listen attentively to others' views and respond appropriately during class discussions and class meetings. They will plan, rehearse and present an information report about their athlete or olympic sport..

## **Numeracy**

### **Number and Algebra**

Students will develop their knowledge of multiplication and division strategies to solve various mathematical problems. They will also be developing their skills and understanding fractions and decimals.

### **Measurement and Geometry**

Students will explain and compare features of 2D shapes and 3D objects. They will investigate length, area and perimeter. Students will explore the effect of transformation on shapes including rotations, reflections and translations.

### **Information, Communication & Technology**

Students will continue to use software, including word processing programs, to improve their keyboard skills and growing speed and efficiency. They will use Google applications to communicate and store their work, and the Seesaw program to share their learning.

### **Wellbeing**

Students will revisit the Positive behaviours for learning and expectations so that they are ready to learn.

Students will continue to complete activities and participate in conversations from the Esmart and Respectful Relationships curriculum and will take part in a series of guided lessons promoting respect, growth-mindset and equality to support the development of healthy relationships and resilience. All students from Prep to Year 6 will participate in the “Feeling Safe” sessions and permission notes will be sent home closer to the date.

Students will continue to follow the Berry St Education Model including regular brain breaks and daily check-ins and continue to develop strategies to identify how they are feeling and self regulate when needed.

Students that may require additional support with their wellbeing and social skills will take part in small group discussions and activities. All students needing support or a brain break will be encouraged to visit the wellbeing room.

### **PE**

This term students will develop new ways to run, jump and throw by exploring the different events in Athletics. Students will also begin to develop ways of describing how their bodies respond when engaging in moderate to vigorous activity. Children will also make links between fitness and the different Athletic events. Also students will be introduced to the Bike Ed program which will be run on site to help develop an awareness of bike safety and cycling proficiency.

## **Performing Arts**

In Term Three of Performing Arts students will be fully immersed in the process of mounting a theatrical production by rehearsing and performing in the whole school concert "Trinity Primary: Calling All Heroes". Throughout this term, students will develop their understanding of how to creatively share and use the stage space in theatre and dance. Warm ups and activities during rehearsal time will encourage students to continue evolving their individual performances to further enhance the group performance. This term the rehearsal process will culminate in students performing their class number as part of the whole school concert.

The school concert will be held at Hawthorn Town Hall on **Monday, September 16<sup>th</sup>**.

## **Visual Arts**

### **Sculpting Art in the Environment**

Students in Year 3/4 will integrate Visual Arts and Science in the lead up to National Science Week. As they investigate the threat to bees, they will make artistic representations of bees. Students will design and construct large models/sculptures of bees, the Varroa mite and/or climate change. These will be used in Science Week to communicate the need for protecting bees from environmental threats. Students will explore Indigenous landscape artworks creating their own 3D artwork in a style of their choice.

## **Science**

### **Heat Energy**

In Term 3, Year 3/4 students will be learning about Physical Sciences and how heat can be produced and can move from one object to another and a change in the temperature of an object is related to the gain or loss of heat by the object. Leading up to National Science Week, students will be integrating Science and Visual Arts to create models and artwork that represent how bees are affected by climate change. This year's theme for National Science Week is *Species Survival - More than just sustainability* and students will investigate the threats to bee populations and propose solutions to preserve bee diversity. Students will investigate the production and transfer of heat and how the Earth's atmosphere traps heat to allow life to exist..