



Education in Faith



Students will investigate the question: 'How does love link with Jesus' commandment?' This topic connects with our Reconciliation Sacramental Program in which students will be a part of in the first half of Term Four. Each class will recognise the month of October as Mission Month. As active members of the catholic faith community, we will explore and plan ways to contribute during the season of Advent, in preparation for Christmas. Jesus' commandment of 'Love one another as I have loved you' will be our mantra to guide discussions and explorations into related scripture references. Students will learn how to build meaningful connections with Jesus' commandment and current societal expectations. Room for spiritual prayer and reflection will help to place our learning into practice.



English



In Reading and Viewing, students will focus on building their reading stamina with the aim to understand how adverb groups and phrases, as well as prepositional phrases work in different ways to provide details about an event or place. They will build on their knowledge of making connections, from last term, to understand the ways different authors may represent similar storylines, ideas and relationships.

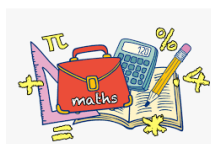
In Writing, students will revisit narrative writing with a focus on "Show don't Tell" as an essential component of developing students' storytelling skills and engaging their readers. Students will create vivid, immersive narratives by showing the actions, emotions, and sensory details rather than simply telling the reader what is happening. They will also work on procedure writing, which will help to empower students to communicate clearly and effectively, developing their ability to convey instructions logically and comprehensively.

In Term Four, the students will be introduced to a weekly SMART spelling approach, using syllable, letter and sound strategies. <http://www.smartspelling.com.au/>

During Speaking and Listening activities, students will focus on several key aspects, including the ability to ask precise questions to gain a deeper understanding of the speaker's message. Additionally, they will practise offering constructive comments to facilitate the flow of conversation, revisiting and discussing previously shared ideas, and presenting tentative conclusions. These activities will help students enhance their active listening skills while refining their ability to actively contribute to group discussions.



Mathematics



In Number and Algebra, students will locate familiar fractions on a number line, recognise common equivalent fractions and make connections between fractions and decimals. In Patterns and Algebra, they will identify unknown quantities in number sentences and students will use number properties to describe number patterns. During each of these units of study, students will be required to know facts, practice skills and strategies, develop their

mental computation and utilise their logic and reasoning by engaging in cooperative problem solving exercises.

In Measurement and Geometry, students will create, explain and compare the properties of three-dimensional objects, describing the key features. Students will learn how to measure accurately, using rulers, in their length unit. In perimeter and area, they will use metric units of measurement, draw labelled diagrams to represent measurements. Throughout the term, students will discover transformation, including how to identify and describe slides, turns and reflections, found in the natural and built environment.

In Statistics and Probability, students will describe different methods for data collection and representation, and evaluate their effectiveness. They will construct data displays from given or collected data, with and without the use of digital technology.

Wellbeing

Students will be introduced to the term 'Body Kindness' and be encouraged to practise strategies promoting positive self-image, acceptance and respect for our bodies. Students will learn the importance of using positive language when discussing their bodies or appearance, including that of others. This unit will promote the use of healthy habits to nourish our bodies to stay strong and well. Students will explore the role social media has to play in manipulating perceptions and learn how social media is not a mirror reflection of life's journey. They will revisit the Child Safety guidelines promoted by the Daniel Morcombe Foundation about respecting personal boundaries and what this looks like. Students will be able to make connections between their wellbeing and their ability to live happy and healthy social lives.

Inquiry Learning

Design & Technology - *'Why is curiosity the driving force behind creativity?'*

Students will identify needs in the community and how innovation can be used to address these needs and therefore make life easier. They will explore the different ways things move investigating ramps, pulleys, levers, magnets, wedges and force (push and pull). Students will have the opportunity to use the 'Pencil Code' program to develop their coding skills and familiarise themselves with programming language. They will use what they have learnt and discovered to identify a need at school and create a design solution to address this need, following the Engineering Design Process.

Digital Technologies

Students will collect and manipulate different data when creating information and digital solutions as a cross-curricular priority linked with 'Data and Statistics'. They will plan and safely use chromebooks when creating and communicating ideas and information, applying agreed protocols. Students will define simple problems, and will design and develop digital solutions, using algorithms, that involve decision-making and user input. They will explain how their developed solutions and existing information systems meet their purposes.

Performing Arts

Students will participate in a unit of 'Musical Theatre'. Throughout a series of lessons, combining our previous units of drama, music, and dance, the students will engage in a range of *Christmas* themed activities, including improvisations, scripted drama, dance, and instrumental pieces. To finish the term, the students will work towards a class performance of a Christmas themed song and dance. They will continue to refine the basic performance elements required to engage an audience, including emotional expression, vocal clarity and projection, and stage presence.

Visual Art

Students will begin by reflecting on themselves as artists and learners. They will ascertain which is their favourite piece they have created this year and analyse, what they like about the piece, how seeing the art as a viewer made them feel, the skills they used to create it and what they would change about the piece to improve it. Students will be encouraged to see themselves both as an artist and a viewer, reflecting on the thoughts and feelings they get from their own and others' art. The students will look further into shapes and colours in their artwork, as they work on experimenting and exploring with a variety of mediums to create

toadstool landscapes. Students will then practise their modeling and sculpting skills as they use plasticine to create their own mini toadstools.

Physical Education

Students will begin the term with a unit of *Hot Shots*. This modified game of tennis focusses on teaching correct skills including the forehand and backhand strikes, serving and movement around the court. Students will begin thinking about placement of the ball when playing a shot, exploring and developing more complex tennis specific skills, in conjunction with additional and more complex game related strategies. Students will participate in a mini unit of soccer, considering moving into space and attacking/defending strategies. They will then apply them in game situations where students will need to work as a team.

STEM

Students will explore how magnets exert a force on certain objects and how that force affects the object. Through hands-on activities, they will identify the materials that magnets attract, their poles and magnetic fields, the distance at which they act, and how the pull of magnetism differs from the pull of gravity. Students will design and make a game that uses forces, including magnetic force, to work.