

# Year 3/4 Curriculum notes Term 1



## Welcome to 2025

Dear Parents and Families,

Welcome back to the 2025 school year! We are excited to have our wonderful students back with us. As we begin this exciting journey together, we are delighted to join you in fostering your child's curiosity, imagination, and passion for learning.

In and outside the classroom, we work to instill a deep understanding of our school's core values: being safe, respectful, and responsible. These principles form the underpinning of a positive and supportive learning environment where every child is encouraged to thrive. Our aim is to nurture qualities that reflect our school's graduate outcomes of being; courageous, confident, compassionate, collaborative, and inclusive. By fostering these traits, we prepare your child to grow into a kind, capable, and thoughtful individual, ready to contribute meaningfully to the world around them.

This year, we are excited to deliver learning programs that are guided by Catholic Education Sandhurst that will be taught in all schools across the Sandhurst Diocese, read more about learning that will be happening in English, Mathematics & Religion below. In addition to pursuing strong academic goals, we are committed to creating a positive and inclusive classroom environment where every child feels valued and supported, with a focus on their social growth and overall well-being.

Over the next few weeks, students will explore different learning areas including Physical Education with Miss McEvoy, Visual Arts with Mrs. Carmichael and Digital Technology with Mr Davison.

Your involvement plays a vital role in your child's learning journey. Whether through open communication, participating in special events, or supporting learning at home, we are excited to collaborate with you to ensure a successful and rewarding year.

Please don't hesitate to get in contact with us via email or Seesaw, if you have any questions or concerns. Here's to a fantastic term ahead filled with learning, growth, and memorable moments!

Warm regards,  
Lauren and Amy

# MEET THE TEACHER



Miss Lauren Sortino

## ABOUT ME...

Hello! I'm excited to begin my ninth year at St. Joseph's. I live in Moama but I am originally from Numurkah, where our family farm is.

I have a younger brother (Marc) and sister (Eilish). I love spending time with my family and friends. I especially enjoy going away on day trips or weekends with my family and friends, exploring new places.

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Green
- DRINK: Watermelon/Pineapple/Mint juice
- PLACE: Anywhere near a beach
- SOUND: Rain/waves
- ICE CREAM: Ferrero rocher
- MOVIE
- HOLIDAY: Perth with family



**Please don't hesitate to contact me via phone 54841797 or email:**

[lsortino@sjrochester.catholic.edu.au](mailto:lsortino@sjrochester.catholic.edu.au)

# MEET THE TEACHER



Miss Amy Eade

## ABOUT ME...

- Hello! I'm excited to begin my fifth year at St. Joseph's. Before stepping into the classroom, I spent two years as a Learning Support Officer (LSO), and I've had the privilege of teaching here ever since. I'm from Lockington, where I grew up on a beef farm. When I'm not teaching, you'll often find me waterskiing, doting over my nephews or helping out on the farm.
- Before becoming a teacher, I worked in spare parts at a tractor dealership and spent time in the nursery at an early learning centre, which gave me a unique perspective on the value of hands-on learning and connecting with students on a personal level.
- This year, I'm especially excited about implementing Magnify in the classroom. I can't wait to see where it takes our students and how it sparks their curiosity and growth. I'm looking forward to another fantastic year of learning, exploration, and fun with our amazing students!

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Green or Purple
- DRINK: Freshly squeezed OJ
- PLACE: Anywhere with family
- SOUND: Silence or rain
- ICE CREAM: Salted Caramel
- MOVIE: Matilda
- HOLIDAY: Caravan trip to WA



**Please don't hesitate to contact me via phone 54841797 or email:**

[aeade@sjrochester.catholic.edu.au](mailto:aeade@sjrochester.catholic.edu.au)



# OUR LEARNING SUPPORT OFFICERS



Moni Ingram



Deanna Palmer

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Yellow
- DRINK: Iced Latte
- PLACE: Gold coast
- SOUND: Birds in the morning
- ICE CREAM: Caramel
- MOVIE: Flicka
- HOLIDAY: Bali with my friends

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Blue
- DRINK: Diet Coke
- PLACE: Bali
- SOUND: Running water
- ICE CREAM: Chocolate
- MOVIE: The Holiday
- HOLIDAY: Central Aus with family

# MAGNIFY

## **What is Magnify Sandhurst?**

Magnify Sandhurst is a comprehensive and exciting new learning and teaching program that was simultaneously launched across all 51 Catholic schools in the Sandhurst Diocese in Week 1. It combines evidence-based practices in learning and teaching to support each student's unique needs, strengths, and goals.



The Magnify program focuses on strengthening core areas like literacy and numeracy, building supportive classroom environments and integrating Catholic values in daily learning. We are committed to improving outcomes and providing a program where every student can flourish, inspired by the mantra, "Every Student, Every Teacher, Every School, Every Day!"

## **Key Features of Magnify Sandhurst**

Magnify Sandhurst aims to enhance learning outcomes through several key components:

- **Structured and Evidence-based Learning:** Using the latest neuroscience and a structured, knowledge-rich curriculum, we ensure students build deep understanding. A low-variance curriculum provides students with a consistent learning experience and reduces the amount of preparation and planning required by teachers, allowing teachers to focus on individual student needs.
- **Magnifying Literacy and Numeracy:** Providing targeted support and resources to improve reading, writing, and math skills at all levels. Special focus on Structured Literacy in F-2 and sequential programs from Years 3-6.
- **Instructional Coaching for Teachers:** Each teacher receives a dedicated coach and program to learn and practice the best techniques to meet students' learning needs. We are investing in our teachers to provide the best possible learning outcomes for students in our Catholic schools.
- **Calm Classrooms and Positive Learning Environments:** Promoting calm, supportive, and positive learning environments through common practices, expectations, and social norms, our work includes a new program for student social and behavioural learning. Our classrooms will have a consistent approach throughout each Sandhurst school to support all students to learn in a calm, orderly learning environment.



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# MAGNIFY

## Key Changes for students

With Magnify Sandhurst, you will see:

- Expanded Literacy and Numeracy Blocks: Your child will have more intensively focused time on literacy and numeracy skills, especially in the early years. The curriculum will be sequenced to ensure all students continue to cover all components of the Victorian Curriculum. There will be targeted support for reading and mathematics at every level.
- Streamlined Curriculum: Teachers will implement a clear and structured curriculum that prioritises essential knowledge and skills. At St Joseph's student are engaging with the following programs;
  - F- 2 - InitialLit (English), Ochre (Mathematics)
  - 3 - 6 - Ochre (English and Mathematics)
- Personalised Learning Support: Every teacher will work with a coach to apply the latest techniques for meeting individual student needs, helping all students—whether they excel or need additional support.

## How families can be involved

Education is a partnership, and we encourage families to stay engaged in your child's journey with us. Here's how:

- Participate in Learning Conversations: Look forward to regular updates on your child's learning milestones. We aim to keep you informed and involved every step of the way.

This approach is a wonderful opportunity and allows us to access contemporary professional learning, resources and work closely with with all schools/leaders/educators and experts within our Diocese and beyond.

We are all very excited to begin this learning journey and look forward to sharing it with you throughout the year.

### Our Partners



# ENGLISH

We are excited to bring OCHRE lessons into the classroom beginning this term. Staff have engaged in learning to deliver a holistic approach to the English curriculum to the benefit of all students.

The new OCHRE program is a comprehensive literacy program aligned with the Victorian Curriculum. It focuses on developing key reading and writing skills through various components, including orthography (the study of spelling and word patterns), word building and vocabulary development. The program aims to strengthen students' understanding of how words work, improve spelling skills and enhance their ability to decode and build new words.

Each day, students will participate in a review that includes practicing orthography and word building activities, helping them gain confidence in their writing and reading. This program is designed to support students' growth in both narrative and persuasive writing, providing a strong foundation for their literacy development throughout the year. Along with this, students will be reading *Matilda* and participating in related activities to develop their literacy skills.





# MATHEMATICS

The OCHRE Maths program is designed to support students' mathematical learning in line with the Victorian Curriculum. Throughout the year, we will focus on building foundational skills in areas such as Number, Measurement, Shape, and Data. Each lesson includes a daily review that reinforces key concepts, ensuring that students grasp and retain important mathematical ideas.

The program incorporates hands-on activities, problem-solving, and direct instruction to help students apply their learning in real-world contexts. By using the OCHRE approach, we aim to build students' confidence and fluency in mathematics, making it a rewarding and engaging experience for them throughout the year.

## Counting and Place Value

To begin our term, students will continue to develop their knowledge of recognising odd and even numbers, reading, writing and representing four – six digit numbers, comparing and ordering numbers between four – six digits, writing the standard and nonstandard expanded form of numbers, identifying one more/less for numbers between four – six digits and identifying 10 or 100 more/less for numbers between four – six digits.

## Addition and Subtraction

Students will then move onto enhancing their addition and subtraction skills by learning to write and solve basic and extended two-digit addition and subtraction facts, develop and record addition and subtraction facts, adding and subtracting two and three digit numbers on an empty number line, use place value partitioning to solve addition and subtraction problems and use the inverse relationship between addition and subtraction, to find unknown values in problems.

## Time

During the second half of the term, students will learn to consolidate their skills learning the formal units of time. Students will learn to recognise and apply, estimate the duration of events with formal units, read and set time on digital devices, estimate short amounts of timer and checking with timers, comparing durations of events and planning a sequence of events.

## Multiplication and Division

To end the term, students will continue to develop their multiplication and division knowledge by revisiting and using the multiplication and division symbols, learning their multiplication facts for ten and five, learning their division facts for ten and five, learning their multiplication facts for three and four, learning their division facts for three and four and patterns with multiples of ten, five, three and four.

# RELIGION

## Prayer

During our first unit, students will be invited to deepen their relationship with God through prayer. Students will have the opportunity to be involved in different prayer experiences as individuals and in our school community. Students will begin to connect the purpose of different forms of prayer.

## Lent & Easter

In our second unit Lent and Easter, the students are introduced to the period of Lent and Easter as the season in the Church's liturgical year. Students will have the opportunity to explore how the community prepares for Easter through prayer, penance and good works. Students will also be encouraged through the events of Holy Week, to remember and celebrate the life, death and resurrection of Jesus, and come to recognise Easter as the most important event in the Church year.



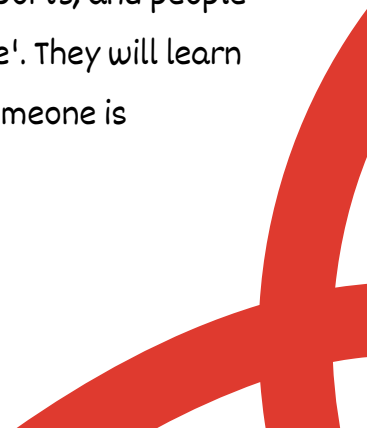
# INQUIRY

## Developing Our Learning Culture

Students will begin the year with a unit that supports conditions for harmony within the classroom. Students will practise good habits for our minds and social skills for how to work effectively with others, we are developing life-long skills. By the end of this short unit students will understand learning preferences in the classroom, social skills and habits for life and rules for the classroom.

## The Game of Life

Students will learn strategies to manage their identity and investigate health messages in the media. Students will participate in active movement and make links to healthy eating and lifestyle choices while exploring what makes their identity unique to them, their family and culture, with respect to everyone's diversity. Students will also consider ethics, hobbies and sports, and people who are important in their lives as they develop cards to play in 'The Game of Life'. They will learn which health messages in the media are safe to trust and how to say no when someone is pressuring them.



# RRRR and TRP



This year we are excited to continue our partnership with The Resilience Project. This project delivers emotionally engaging programs to schools, providing practical, evidence-based mental health strategies to build resilience and happiness. Students and families are invited to learn and understand about the benefits of Gratitude, Empathy and Mindfulness, and easy ways to practise these in everyday life. We also incorporate Emotional Literacy is also incorporated into the program as it is foundational contributor to positive mental health.

In addition to TRP, students will also continue learning based on the Resilience Rights and Respectful Relationships (RRRR) program This is mandated and taught in government and Catholic schools and many independent schools from Prep to Year 10. Respectful Relationships focuses on treating everyone with respect and dignity. It is taught as part of the Personal and Social Capability and Health and Physical Education areas of the Victorian Curriculum.

Students will participate in lessons and activities that will help them learn and practise social skills, develop emotional literacy and self-management skills and apply them in a positive way to learning, life and relationships.

The RRRR resources cover eight topics for each level.

- Emotional Literacy
- Personal and Cultural Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relationships.

This term students will work within the topics of Emotional Literacy and Personal and Cultural Strengths.

Emotional Literacy Unit Aims:

- Describe the influence that people, situations and events can have on their emotions
- Investigate how emotional responses may vary in intensity
- Understand how to interact positively with others in different situations

Personal and Cultural Strength Aims:

- Describe personal and cultural strengths
- Identify some personal and cultural strengths they can use to respond to challenges and opportunities
- Describe factors that contribute to positive relationships with people at school, at home and in the community
- Identify communication skills that enhance relationships
- Describe characteristics of cooperative and respectful behaviour and identify evidence of these in group activities
- Identify way they can encourage peers to treat others with respect, regardless of their difference in gender identity, ethnicity, abilities, sexual history or family background

Across the school, the delivery of the TRP curriculum runs in conjunction with Rights, Resilience and Respectful Relationships (RRRR) resource as a part of our holistic approach to wellbeing.

Mr Davison

## TECHNOLOGIES


#GameOn – Cybersafety in Years 3 & 4

This term in Digital Technologies, our Year 3 and 4 students are diving into cybersafety with #GameOn, an engaging unit designed to help them navigate the online world safely and responsibly.

Through interactive lessons, videos, and discussions, students will develop essential skills for critical thinking online, protecting personal and financial information, setting strong passwords, and making safe choices when spending money online. Using the Ask-Check-Think (ACT) framework, they will learn how to evaluate online content, recognise potential risks, and seek help from trusted adults when needed.

Students will also explore privacy settings, device security, and online consent, gaining practical skills to manage their digital presence. Group research activities, quizzes, and creative projects such as posters and videos will help reinforce their learning, ensuring they can confidently apply cybersafety strategies in real life.

Families can support these lessons by discussing online safety at home and exploring resources such as the eSafety Kids website ([www.esafety.gov.au/kids](http://www.esafety.gov.au/kids)). By working together, we can empower our students to be smart, responsible, and respectful digital citizens.

We look forward to seeing our students become cybersafety champions this term! 





Ms McEvoy

## PHYSICAL EDUCATION

Welcome to another exciting year in Physical Education! This year promises to be filled with fun, movement, teamwork, and opportunities to grow stronger, both physically and mentally.

A goal of PE this year is to not just building physical strength and endurance, but also fostering important skills like leadership, collaboration, and resilience. Students will have opportunities to set personal goals, celebrate achievements, and cheer each other on as a team.

We're kicking off the term with a badminton program. Students will work on developing essential skills like striking, hand-eye coordination, and strategic movement. Badminton is a fantastic way to improve fitness, agility, and focus and of course, have a great time while playing.

Later in the term, students will participate in a wheelchair program. This unique experience offers the chance for students to learn how to use a wheelchair and also learn how to get themselves around in a wheelchair. Students will play familiar and exciting games using the wheelchairs which aim at promoting inclusivity, teamwork, and a new perspective on physical activity.

Additionally, throughout the year, students will have the chance to use their skills and teamwork in events such as cross country, athletics carnival, swimming program and various other sports. These events are a wonderful way for students to challenge themselves, celebrate progress, and cheer on your peers in a spirit of fun and community. Here's to an active, healthy, and fantastic year ahead!

## SCIENCE - YEAR 3/4

Hello everyone! This year I'm thrilled to be teaching Science (as well as PE) to all Grade 3 and 4 students. Together, we'll explore some fascinating topics, conduct hands-on experiments, and discover how science shapes the world around us.

In Term 1, we'll dive into the topic of the production and transfer of heat. Students will learn about heat as a form of energy and consider how heat affects their temperature. They will explore different ways heat is produced, including through solar energy by making a pizza box solar oven. Students will explore the different examples of heating and cooling in their lives and explore heating and cooling through making jelly. Students will learn about the transfer of heat and which materials are good insulators and conductors of heat.

I look forward to beginning this exciting journey of science with all students!

# Mrs Carmichael

## VISUAL ART

Our Year 3 and 4 students are embracing the vibrant world of mural art, using a mix of creative techniques to explore the themes of Life, Love, and Music. Inspired by the Rochester Mural Festivals, their artwork will reflect their unique stories and artistic expression through different mediums:

👁️ Life Art: Students will create an "Eye Spy" collage, using magazine clippings to showcase important aspects of their life. With an eye at the centre, this artwork will represent what makes them unique!

❤️ Love Art: A heart-shaped design will be the foundation of their piece, filled with patterns, colours, and images that express love and connection.

🎵 Music Art: Using collage, lyrics, musical symbols, and vibrant colours, students will bring the rhythm of music to life in their artwork.

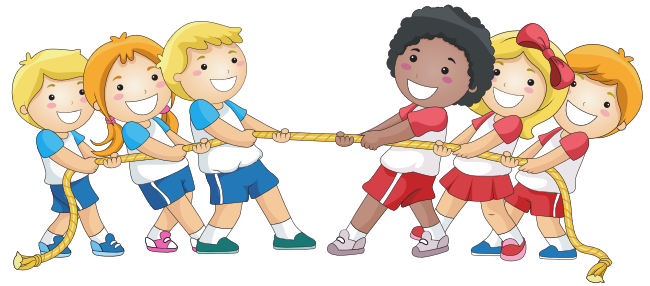
We can't wait to see their creativity shine! While some will be kept under wraps for our Art show later in the year, keep an eye out for these wonderful artworks displayed at school. 🥰🌟

# AUSLAN

*with Tim*

In Term 1, students will learn Auslan signs to help them communicate in the classroom and with their peers. They will practice asking and answering questions like "Do you want to play cricket with me?" and "Do you want to work together?" as well as responding with "Yes, I want to" or "No, I don't want to, thank you." They will also learn practical signs for everyday activities, such as "Put your hat on," "Where is your jumper?" "Open the writing book," "Open the door," "Read silently," and "Time to pack up." As well, how to talk about the weather and time, students will sign phrases like "Today is hot," "Tomorrow will be hot," "Yesterday was cold," "Two days ago," and "In two days." These signs will help them express themselves more confidently and communicate clearly in Auslan.

Tim, our language assistant, will continue to support and guide students in their Auslan learning each Friday. He will reinforce the signs and skills students are developing throughout the week, helping them grow in confidence and fluency. In addition to classroom learning, Tim will also introduce new signs based on topics of interest, making the experience fun, engaging, and relevant to the students. His support will ensure that students not only build their Auslan vocabulary but also develop a deeper understanding of how to use the language in everyday situations.



**We're dedicated to promoting physical literacy and a lifelong love of sports**



### Supporting kids

Physical activity is so important for our children. At Kelly Sports, we're committed to helping kids learn the fundamentals of sport, improving their motor skills and coordination through multi-sport programmes. Not only does this boost their skills and fitness levels, but it also gives them the confidence to join local clubs or teams, embarking on a lifelong relationship with sport.



### Supporting parents

Life is busy, and it can be hard to fit everything into each day. That's why our programmes run before, during and after school, as well as in the holidays, making it easy for parents to give their kids quality sports coaching, even if they're stuck at work.



### Supporting schools

With pressures to increase numeracy, literacy and reporting, teachers have become more stretched than ever before. Kelly Sports' expert coaches offer in-school programmes to help principals and teachers, giving young learners a love for sports. We also provide professional development sessions for teachers, aiding with sports skills, lesson planning, materials and activities, and fundamental movement skills programmes at preschools or kindergartens.



### Qualified coaches

All our coaches complete comprehensive training to ensure that they have the knowledge and the skills to deliver top-quality training sessions.



### Peace of mind

Providing a safe and secure environment for the children we teach is paramount. All paid Kelly Sports staff who work with children enrolled in our sporting programmes are police vetted and have a Working With Children Check, and these safety checks are repeated every year. This regulation applies to all staff who deliver in schools or within the organisation to school groups.

# SCHOOL DATES

<p>Week 1 27 - 31 Jan</p>	<p>27: Australia Day Public Holiday 28 / 29: Staff return 30: Year 1 - Year 6 Students return 30: Foundation Testing Day 31: Foundation students BEGIN school</p>
<p>Week 2 3 - 7 Feb</p>	<p>4: Learning Conversations 5: Learning Conversations</p>
<p>Week 3 10 - 14 Feb</p>	
<p>Week 4 17 - 21 Feb <i>Wellbeing Week</i></p>	<p>19: Opening Mass 19: Welcome BBQ</p>
<p>Week 5 24 - 28 Feb</p>	<p>24/25/26: Year 5/6 Camp; Burnside, Anglesea</p>
<p>Week 6 3 - 7 March</p>	<p>4: Shrove Tuesday 5: Ash Wednesday 7: Casual Dress Day; Easter Egg Donation</p>
<p>Week 7 10 - 14 March</p>	<p>10: PUBLIC HOLIDAY - SCHOOL CLOSED 12-14: NAPLAN</p>
<p>Week 8 17 - 21 March</p>	<p>19: Feast of St Joseph</p>
<p>Week 9 24 - 28 March</p>	<p>28: Cross Country</p>
<p>Week 10 31 March - 4 April</p>	<p>31: School Photos 1: SCHOOL CLOSURE DAY 4: Last day of Term 1</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  
tcartlidge@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)

