

Year 3/4 Curriculum Overview - Term 1, 2021



Education in Faith

Students will explore the concept of community, by reflecting on the type of community we have at Holy Spirit and how we can contribute to our faith and the Church. Students will interpret the Christian understanding of God's loving forgiveness through the story of Jesus' life, death and resurrection. They will reflect on the importance of forgiveness and reconciliation, through the Sacrament of Reconciliation.



English

In Reading and Viewing, students will learn how to choose appropriate texts that suit their individual capabilities and interests. They will identify the different features of settings and explain why settings are so vital to storytelling. As they explore a variety of fictional texts, students will develop a deeper understanding of how the setting impacts the mood of a narrative. Students will make comparisons between the text and their lives, the world around them and to other similar texts. Through their readings in class they will learn about perspectives of people from the past.



In Writing, students will be developing their ability to use correct grammatical structures to write clear, simple and compound sentences. Students will work on creating narrative and persuasive genres with a focus on structure, vocabulary and planning their texts, with the intention to inform, entertain or persuade. They will learn

about the parts of speech, including the use of adjectives, adverbs, nouns and verbs. Editing texts and 'bumping up' first drafts will be emphasised and revised on a regular basis.

In Term One, the students will be introduced to a weekly SMART spelling approach, using syllable, letter and sound strategies.

<http://www.smartspelling.com.au/>

In Speaking and Listening, students will be encouraged to participate in class discussions, emphasising the importance of Whole Body Listening in the classroom, which will be explicitly taught.



Mathematics

In Number and Algebra, students will develop their understanding that numbers can be broken up in many ways and renamed. They will recognise and understand the value of a digit is determined by its position in a number. Students will relate the equals symbol to mean 'the same as' and recognise that numbers can be represented in a variety of ways. They will apply efficient addition and subtraction strategies to solve problems.

In Measurement and Geometry, students will use calendars, timetables and diaries to record and identify seasons, years, months, days, social and cultural events.



Visual Arts

In Term One, students will identify how art is used to tell stories in indigenous cultures. They will be introduced to the work of some indigenous artists and use these as an inspiration to create their own art works. Students will also be introduced to the art of Sidney Nolan and they will compare how he depicts landscapes with other indigenous artists. Students will experiment with different mediums including pastel and paint, as well as different techniques, when creating their artworks.

Inquiry Learning

History - 'What came before?'

In Term One, students will be investigating the history of Australia. They will create a timeline of Australian history, and recognise that 'white settlement' is only a small part of Australia's history. Using a timeline, students will investigate dates of significant events and sequence them in chronological order. Students will come to recognise Australian Indigenous cultures and how they are the oldest living cultures in the world. They will describe perspectives of people from the past and recognise different points of view of historical events.

Digital Technologies



Students will develop their understanding of rules for computers, Chromebook usage and Cyber Safety. They will be allocated individual logins and passwords for using their Google account. Students will create their own folders to store work samples across a variety of curriculum areas and work collaboratively on 'live' documents. Students will explore typing in Google documents and navigating the Google Classroom environment. Digital technology, such as iPads and chromebooks, will be used to support curriculum in the classroom.

Performing Arts

In Term One, the students will explore the performance-based discipline of Drama. They will investigate the topic of Emotions for Character Creation. Through simple drama games, improvisation and mime, students will be able to investigate how emotions are provoked in performers for the purpose of receiving reactions and empathy from the audience. The students will perform characters in likely scenarios and experiment with the different ways they can use facial expression, tone and body language to convey simple emotions. In line with their Inquiry unit of work, 'What came before?' students will explore the significance of the dramatic arts in Australian History and the important part it plays in Aboriginal and Torres Strait Islander culture.

Library

In Term One, students will be welcomed back to the library and the joys of reading for pleasure. Using thinking routines, they will explore the questions; 'What does it mean to be a part of the library community at Holy Spirit?' and 'How is this similar or different to belonging to the classroom or local community library?'. Library etiquette, book care and borrowing procedures will be revised, and increased privileges will also be introduced. Students will continue to be encouraged to identify and use strategies that assist in making satisfying personal book choices.

Physical Education

To begin the year, students will complete a number of team building and initiative activities. They will focus on adopting inclusive practices and applying innovative and creative thinking when completing these activities. Students will go on to explore the skills required in *Striking and Fielding Games*. They will learn and apply the skills of throwing, catching and striking in a variety of minor game situations. Students will begin to develop their game sense by working on ball placement when batting in order to create good scoring opportunities and making appropriate decisions when fielding a ball. These skills will be applied in game situations in T-Ball, where students will need to work cooperatively, as a team, and play by specific rules.



Japanese

Students will review classroom instructions in Japanese and continue to use the appropriate greetings and titles. They will be introduced to Hiragana, one of the three Japanese scripts. Students will learn how to read the Hiragana chart and begin to recognise and read words written in Hiragana. For those students who learnt Hiragana last year, this will provide an opportunity to reinforce their knowledge. Our main unit will be based on the book 'The Diary of a Wombat'. Students will learn new vocabulary, including verbs and how to form sentences.