

## SAM RICHARDS year 3/4

### Maths

This term there will be a strong focus on continuing to build students' understanding of fractions. Students will use a range of open-ended problems that require them to find equivalent fractions, performing calculations involving all four operations with fractions and developing their understanding of how to order and compare fractional amounts. These tasks will also require students to apply their knowledge from other strands of maths such as measurement and probability. These tasks are designed to challenge students and encourage them to work collaboratively to find multiple solutions, and show all the thinking involved to arrive at a solution.

Students will also complete a number of investigations aimed at developing financial literacy, making calculations with time and using timetables.

Each week students will complete a number of fluency tasks to extend their understanding of place value to work with decimal numbers. Each week they will also practise using different methods to become more confident and efficient when having to multiply and divide larger numbers.

### English

#### Language

The Words Their Way Program will continue to be used to help students develop their spelling and word knowledge. Students will be given a new set of words each fortnight. Over the course of the fortnight students will do a number of different sorting activities aimed to help them develop an understanding of different spelling rules and different spelling patterns. As part of their word study students will also learn different ways of structuring sentences, by understanding how to parse sentences (understanding Nouns, verbs, adjectives etc.) and then use different phrases to add more depth to their writing.

Throughout their writing students will learn how to use appropriate language suitable for the specific genres of writing. Students will learn to identify and use evaluative language to make response texts and learn about modality to create persuasive texts.

#### Literature

To begin the term students will complete a number of activities relating to the class novel completed at the end of last term. These activities will allow students to demonstrate their comprehension of the novel and the characters involved in the story.

During the term students will be reading a class novel called "The Wild Robot". Each week students will be responsible for reading a section of the text. In small guided reading groups, they will then use questions and read sections of the texts to engage in discussion about the book.

#### Literacy

This term, the writing focus will be on writing response texts and persuasive texts. We will begin by looking at a series of different types of response texts, identifying the key features and the structure of these texts. Students will then complete a number of response texts through modelled and then joint construction before producing their own response texts independently.

Students will also use the same process to write persuasive texts linked to their learning in HASS.

### HASS

#### History

Students will continue learning about the effects of the Gold Rush and specifically the Eureka stockade on Australia's history. They will research the people and places involved in the stockade and investigate whether the diggers involved were the cause of a "Riot or Revolution."

Students will also learn about the role indigenous people played a role in the Gold Rush. They will read and listening about different indigenous people and groups who were directly involved with the gold rush and how the indigenous people were affected by the actions of those on the mine fields.

### Geography

Students will start learning about the importance of managing land in a sustainable way. They will explore what it means to manage a resource in a sustainable manner. They will learn how farmers in Australia use sustainable practices to produce food and farm the land.

### **Technologies**

#### Digital

Students will learn how to read and make algorithms to build 3D shapes using small building block. This unit of work will be integrated across areas of both maths and art. As well as using algorithms to build 3D shapes that will also draw these shapes from different perspectives as well as learning the mathematical vocabulary use to describe these shapes.

#### Design/STEM

This term student will use their learning in geography to design and make a prototype to address an issue of sustainable farming and the safe transportation of animals. To do this student will work through the Engineering Design Process in small groups. This process involves asking questions and imagining possible solution to questions, before starting to formulate a plan and collaborating to create a solution. Students then evaluate their solution before making any necessary improvements and eventually sharing the final solution

### **Arts**

#### Visual Arts

In the first half of the term students will complete their 2 final collages. One will represent a landscape untouched by humans and the second will be a contrasting landscape showing the impact of humans on our landscape.

#### Media Arts

Students will be using a range of digital media platform to create presentations for English. Students will learn how to make short animated videos using online programs including Powtoon and Prezi video.