

Term 3 Overview

Lauren Travis – Year 3/4

English

Language

Students will engage in a range of spelling and grammar activities based on the Words Their Way and Jolly Grammar programs, targeted to their individual needs. There will be regular discussions in small and large groups to develop students' interaction skills. Working individually and in small groups, they will study a variety of text types (novels, picture books, videos, images and websites) to develop their understanding of different structures.

Literature

This term the class will read the novel 'Wonderscape', a science fiction text about three children who get trapped in a real-life adventure game in the year 2473 and have to travel through different realms to escape back to their real lives. Students will participate in written, oral and hands-on activities to enhance their comprehension. There will be a major focus on making predictions using context from 'Wonderscape' and other texts, as well as making connections, comparing and analysing. This will include the creation of multimodal texts to share their understanding of 'Wonderscape' and the features of visual texts.

Literacy

To develop their oral language, students will regularly contribute to class discussions, as well as delivering three oral presentations during the term. There will be opportunities for individual, paired, guided and shared reading of fiction and non-fiction texts. Students will demonstrate their understanding of these texts through discussions and written responses. The writing focus this term will be on procedures and information reports, with topics mostly based on students' own experiences and 'Wonderscape'. They will continue to re-read and edit their texts, and practise using word processing programs to present their work. Students will continue to participate in their literacy groups to develop their reading, comprehension and handwriting skills.

Maths

New mathematics topics will continue to be introduced with a challenging and authentic task for students to attempt. They will be encouraged to share their problem solving processes and reasoning, and to develop positive dispositions towards maths, particularly regarding creativity, communications, and questioning.

To begin this term, students will practise addition and subtraction, and develop their ability to use strategies for multiplication and division as well as recall times tables. They will be encouraged to recognise the connections between the operations which will assist their understanding. Money and financial mathematics concepts will be included in students' work with the four operations.

Later in the term, students will study measurement and geometry, specifically the features of 2D shapes and 3D objects; recognising and identifying angles; and measuring and comparing shapes and objects using informal and metric units. When exploring these topics, it will be especially important for students to use hands-on materials to further their understanding.

HASS

Students will complete small group activities and class discussions to develop their understanding of Civics and Citizenship, specifically rules and laws, participation in community groups and the role of local government. They will investigate how these concepts relate to their lives, especially at school. Students will continue to explore Aboriginal and Torres Strait Islander histories, looking at their land management practices and the changes in natural landscapes over the last 250 years. Students will access their own experiences, images, videos and written texts to gather information and will present their research in a range of formats. They will also ask and answer questions about world explorers, including Captain Cook. As part of their oral presentations, students will discuss an event that they celebrate as well as researching other countries and comparing their features with those of Australia.

STEM

During Term 3, students will finalise their STEM challenge from Term 2, which was to design and create an outdoor play space in the school. They have completed their planning and each group will have a particular focus in the 'Create and Collaborate' stage. Students will subsequently monitor the area to evaluate the effectiveness of their decisions and make appropriate changes.

Additionally, they will begin a new STEM challenge based around the Bridgewater Fairy Garden. On our Arbury Park excursion in Term 2, it was noted that the fairy garden was a bit run down, and one of the Arbury Park teachers suggested we could reinvigorate it. Inspired by fairy tales, students will work in small groups to design and create a new 'fairy tale house' to be installed at the Deanery Reserve. As always, they will work through the steps of the engineering design process – ask, imagine, plan, create and collaborate, test and evaluate, improve, share – to ensure their final products are as effective as possible. This term, emphasis will be placed on communication within and between groups, and students will self-assess their progress against a rubric as they proceed through the engineering design process.

Technologies

Students' understanding of design and technologies concepts and skills will be developed through their creation, evaluation and improvement of the outdoor play space. When designing and building their fairy tale houses, they will have to consider the durability and sustainability of materials, and appropriate methods for building, joining and installing their houses. Students will use a range of devices to display information, including iPads, computers and projectors, and will represent data in different ways including tables and graphic organisers. They will practise describing sets of instructions, ensuring all important steps are included, and will communicate about and evaluate their own and others' solutions.

The Arts

This term we will learn about Media Arts, which involves the creation and viewing of stories through technologies including film, newspapers, radio, games and the internet. This will be embedded with other learning; students will do activities including analysing advertisements, creating photo stories, writing and recording radio advertisements and making posters advertising the newly created outdoor play space, and filming a book trailer for 'Wonderscape'. Students will also participate in fortnightly music lessons with Jennie.

Child Protection Curriculum

As part of the Child Protection Curriculum students will participate in individual and group activities and discussions exploring safety, warning signs, risk taking and emergencies; relationships, rights and responsibilities, identity, bullying, trust and networks; recognising and reporting abuse, including cyber safety; and protective strategies – how to keep safe, assertiveness and trusted networks.