



Dear Parents/Guardians,

Please find below an overview of our curriculum for Term Two.

Kind regards,

The Year 3/4 Team:

Carmel Byrne and Mary Colangelo (3/4C), Matt Eason-Jones with ESS Nicola Welham (3/4E), Molly Hedditch and Robin Nankivell (3/4H), Joel Kitchen with ESS Julie Lance (3/4K), Anna Swan (3/4S and Team Leader) Rochelle White (3/4W and Team Leader)

LITERACY	MATHS	INTEGRATED UNIT
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Shared, Modelled and Partner Reading</li> <li>Independent Reading and continued selection of "Just Right" books</li> <li>Reading strategies</li> <li>Guided Reading</li> <li>Readers' Theatre and comprehension activities</li> <li>Fact vs Opinion</li> <li>Author's Purpose</li> <li>Connecting a text to self, world and other texts</li> <li>Compare and contrast</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Persuasive and narrative writing</li> <li>Sizzling Starts, Tightening the Tension, Dynamic Dialogue, Exciting Endings and planning for writing</li> <li>VCOP Big Write</li> <li>Focus on punctuation and proof-reading for meaning</li> <li>Editing to improve ideas and spelling</li> <li>Identifying interesting vocabulary, powerful openers and connectives</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Sharing and reporting learning through short oral presentations</li> <li>News (Show &amp; Tell)</li> <li>Listening strategies and responses (Willy Kids)</li> <li>Reflecting on learning during share time</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Explicit teaching with the SMART Spelling program</li> <li>Weekly words with focus sound/letter patterns and personal words</li> <li>Daily spelling practice, weekly spelling test and dictation</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Focus on correct letter formation, consistent size and slope, and letter placement</li> </ul>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Multiplication – recalling multiplication facts to 10x10, solving worded problems and using efficient mental and written strategies to solve multiplication problems.</li> <li>Fractions – model and represent unit fractions including halves, thirds, quarters and fifths to a complete whole, represent fractions on a number line and make connections between fractions and decimals.</li> <li>Number facts (mental computation, strategies)</li> <li>Computer-based Maths activities</li> <li>Strategy games</li> </ul> <p><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>Time – tell time to the minute and use <i>am</i> and <i>pm</i> notation.</li> <li>Location – interpret maps and create simple grid maps to show position and pathways.</li> <li>Angles – identify angles and compare angle sizes in everyday situations.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Chance - Conduct chance experiments. Identify and describe possible outcomes and recognise variations in results.</li> </ul>	<p><b>Our Sporting Bodies</b></p> <p>Students will investigate and explore the ways in which physical, emotional and mental health needs are met. They will learn that these needs are met through healthy eating, regular exercise, good sleep patterns, healthy relationships and relaxation. The major focus in this unit is how foods and exercise help to maintain active, sporting bodies. Students will participate in the 'Run to Sydney,' a pre and post fitness assessment, attend the MCG, and demonstrate their knowledge through various presentations. These include a poster to inform others about specific foods and which areas of their body the nutrients target, a brochure to inform others about the benefits of a healthy lifestyle and an annotated diagram about food choices.</p>

**SPECIALIST CLASSES****Art (Joanne Wilson)**

Working both independently and collaboratively, students will experiment with colour, shape, line and composition. They will work on their digital portfolios to showcase their ideas, skills and the artworks they create.

**LOTE - French (Coralie Schaff)**

In French, students continue to develop their active-listening and comprehension skills through songs, games and worksheets. They build their vocabulary as they study a range of topics such as my hobbies and my family.

**Music (Faye Ferry)**

Students will continue to make and respond to music independently and collaboratively with their peers. With a focus on pitch, students will create and perform a Musical Dominoes piece and rehearse and perform music they have learnt. They will also write and record a radio advertisement based around their inquiry unit of "Our Sporting Bodies".

**Physical & Health Education (Paddy Gallivan)**

In Physical Education, students will be exploring techniques involved with the sport of Athletics. The Grade 3/4s will learn to refine their performance and technique in a variety of athletic events, including high jump, shot put, triple jump and hurdles. They will also develop their precision and accuracy in an assortment of environments and situations.

**LEARNING AT HOME****Homework**

Like last term, homework will be completed in a workbook. It will generally be sent home on a Monday and is to be returned back to the class teacher on Friday of the same week. Students will be expected to practise 8-10 spelling words, complete a Numeracy task, solve a problem or brainteaser and record the books they have been reading at home. Students should read for at least 15 minutes per night. Towards the end of each term students will also be asked to complete a project linked to the Integrated topic.

**Big Write Talk Homework**

Every three weeks, students will participate in a Big Write. The stimulus for this will usually be available on the students' iPads. A paper copy will also be available upon request. We strongly emphasise the importance of undertaking this activity at home with your child, prior to the Big Write session that week.

**EXTRA-CURRICULAR ACTIVITIES / SPECIAL EVENTS**

Anzac Day Public Holiday – Wednesday 25<sup>th</sup> April

3/4W Host Assembly – Friday 1<sup>st</sup> June

3/4C Host Assembly – Friday 8<sup>th</sup> June

3/4H Host Assembly – Friday 15<sup>th</sup> June

3/E Host Assembly – Friday 22<sup>nd</sup> June

3/4K Host Assembly (Term 3) Friday 20<sup>th</sup> July

Student-Free Curriculum Day – Monday 7<sup>th</sup> May

Mother's Day Stall – Thursday 10<sup>th</sup> May

NAPLAN – Writing - Tuesday 15<sup>th</sup> May

NAPLAN – Reading – Tuesday 22<sup>nd</sup> May

NAPLAN – Conventions of Language – Wednesday 23<sup>rd</sup> May

NAPLAN – Numeracy – Thursday 24<sup>th</sup> May

Walk Safely to School Day – Friday 18<sup>th</sup> May

UNSW Science Competition – Tuesday 29<sup>th</sup> May

Queen's Birthday Public Holiday – Monday 11<sup>th</sup> June

MCG Excursion – Monday 18<sup>th</sup> June

Student Learning Conferences – Tuesday 26<sup>th</sup> June



WILLY KIDS ARE FRIENDLY KIDS	
<b>WEEK 1:</b>	Playing Fairly
<b>WEEK 2:</b>	Good Winners/Good Losers
<b>WEEK 3:</b>	Body Language
<b>WEEK 4:</b>	Voice
<b>WEEK 5:</b>	Using Appropriate Language
<b>WEEK 6:</b>	Respecting Adults
<b>WEEK 7:</b>	Respecting One Another
<b>WEEK 8:</b>	Respecting Differences
<b>WEEK 9:</b>	Respecting Property – Yours and Others
<b>WEEK 10:</b>	Respecting Our School and Environment
<b>WEEK 11:</b>	Building Relationships

CHILD WISE / RESPECTFUL RELATIONSHIPS	
<b>FOCUS 1:</b>	<i>Reactions</i> - What is an appropriate reaction to different situations? How should I react when I feel unsafe? What clues will my body give me when I feel unsafe?
<b>FOCUS 2:</b>	<i>Personal Safety</i> – What is ‘stranger danger’? What steps can I take to keep safe in different situations? (i.e. walking home from school, at someone’s house, in a public place). What immediate and after-the-fact actions can I take if my personal safety is compromised?
<b>FOCUS 3:</b>	<i>Children’s Rights</i> – What are rights? What are human rights and the rights of children? What actions can we take if these rights have been denied?
<b>FOCUS 4:</b>	<i>Body Ownership &amp; Private Zones</i> – Who is the boss of my body? Is it ok for others to touch my body? What are private zones? What actions can I take if someone touches my private zones.