

Mathematics:



In Numeracy this term, Year 3 students will focus on:

Number & Algebra

- Recall multiplication facts of two, three, five and ten.
- Solve problems involving multiplication.
- Describe, continue and create number patterns resulting from performing addition or subtraction.

Data

- Collecting, interpreting and comparing data using graphs.

Probability

- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results.

Location and Transformation

- Create and interpret simple grid maps to show position and pathways.

In Numeracy this term, Year 4 students will focus on:

Number & Algebra

- Investigate number sequences involving multiples of three, four, six seven, eight and nine.
- Recall multiplication facts up to 10 x 10.
- Develop efficient mental and written strategies for multiplication.

Data

- Constructing data displays using digital technologies, tables, column graphs, picture graphs and evaluating data.

Probability

- Describe possible everyday events and order their chances of occurring.

Location and transformation

- Use simple scales, legends and directions to interpret information contained in basic maps.

Parental Engagement: Discuss with your child/ren at home the different concepts and ask them to 'teach' you to consolidate their understanding.



Unit of Inquiry: Humanities and Social Science - Going to Rio

With 2016 being an Olympic year, the prospect to include this celebration and significant event as part of the humanities and social sciences (HASS) presented itself. Students will have the opportunity to explore how different groups celebrate significant events such as the Olympics. Students will explore the history of the games and how it brings communities together. Students will also have the opportunity to identify and learn about the significant role Indigenous Australians played during the Olympic Games. **Essential questions:** How do special events affect communities? How do individuals contribute to their communities, past and present? Why do we celebrate certain events and what does this tell us about our community? **Parental Engagement:** Research some Australian athletes and identify the sport that they are competing in during the Olympic Games. Watch some of the qualifying events and different sports, sharing in the excitement leading up to Rio. You could mark off the days on the calendar leading up to the Rio Olympic Games. Share a fondest memory of a past Olympic Games you might have.

Unit of Inquiry: Science - Material World

Material World will be commencing in Week 6. Students will have the opportunity to explore and use a range of natural and processed materials and discuss their properties. Students will develop their understanding of fair testing by observing and testing the resistance and strength of materials. Students will look at how the properties of materials affect their use. Students will also identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge. Students will focus on the following **essential questions:** How are natural and processed materials different? How do the properties of materials affect their use? Why is it important to conduct fair testing? **Parental Engagement:** Discuss with your child how different materials in your home are used for different purposes. For example, a woollen jumper is used to keep you warm and rubber would be used in gumboots to keep your feet dry!

Japanese



Students will start the term by completing their skits set in Japanese festivals, which relates to their mainstream inquiry based on the Olympics. In Week 6 we will start a new inquiry exploring different types of materials, specifically the 5 traditionally valued Japanese elements (the Godai). Students will create bilingual picture dictionaries and present them to the class. We will also experience writing shodo, Japanese calligraphy with ink and brush, while concentrating on stroke order.

Friendly Schools Plus:

The students will begin the term reviewing concepts taught in Term 2. They will recap Social awareness whilst focusing on the school value, Organisation. In the weeks to follow, students will further research Bullying behaviours, Keeping safe and choices and consequences.



Health and Wellbeing

This term 3/4 will be venturing into the world of Kitchen and Garden Safety and working towards ascertaining their Kitchen and Garden Licences so that all of our students understand the importance of safely enjoying time spent in kitchens and the outdoors. Throughout the term, students will also be preparing the gardens and germinating seeds for planting in the garden and in the kitchen they will be spending some time cooking and learning to read recipes. **Parental Engagement:** Discuss with your child kitchen and garden safety. If you have any simple recipes that could be used in our classes, feel free to send to Mr Stefanou.



Dulma Unit Term 3, 2016 Overview

Personalised Learning in Dulma

Students have the opportunity to learn from their peers and to verbalise their understandings in both small group and whole class discussions by working in groups based on their needs and abilities. Students in 3/4 work in groups for writing, reading/spelling and mathematics that cater to their needs and personal learning styles. They also have the opportunity to engage collaboratively and support each in the different learning areas.



Important Dates to Remember in Dulma

Library:

Friday: All of 3/4

Cooking/Gardening:

Thursday: All of 3/4 classes

Japanese:

Monday 3/4 SG

Thursday: 3/4C, 3/4L, 3/4 P

Library:

Friday - All of 3/4

Fundamental Movement Skills:

Monday, Tuesday & Wednesday: 3/4C & 3/4L

Monday & Tuesday: 3/4P & 3/4SG

Assemblies:

Term 2, Week 10: 3/4C & 3/4L

Athletics Carnival: Monday 1st August

Parent Teacher Interview Week: 9th - 11th August



Literacy

Speaking & Listening

Students will have opportunities to listen to others' views and respond appropriately using interaction skills. Students will listen and contribute to class and group discussions, asking questions and sharing key points. They will receive feedback from their peers and teachers.

Reading

In reading, students will participate in reader's workshop or guided reading groups. Students will be exposed to a range of reading strategies including compare & contrast, cause & effect and skimming & scanning. In guided reading, students will complete rotations based on a levelled reading book. They will focus on phonics and word knowledge to fluently read more complex words. In reader's workshop students will read independently, complete comprehension activities and engage in reflective discussion with their peers. Students will also be given the opportunity to use online programs to listen to and respond to different texts.

Writing

Students will focus on writing information reports and poetry. They will understand how to use language features and vocabulary to construct and write information reports and different types of poetry. Students will focus on:

- Planning, drafting and publishing texts that contain key information and supporting details for a widening range of audiences.
- Re-reading and editing for meaning.

Students will be discussing and writing poetry, including how it engages us emotionally.

Students will be exposed to figurative language including similes, metaphors, alliteration and onomatopoeia.

Spelling

Students will consolidate their understanding of the spelling strategies. We will continue to focus on visual, sound, connecting, meaning and checking strategies. Students will identify words from their writing and have these as focus words for the week.

Parental Engagement

Reading with you child is a great way to support your child's literacy development. Discussing with your child to retell the important parts of the story. This can assist in further developing their understanding of the text. Asking questions related to the story or characters after reading is beneficial to assist inferential knowledge and understanding.