



## Mathematics

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

### Measurement

- Using scaled instruments to measure, order and compare lengths, masses and capacity

### Geometry

- Comparing angles and classify them as equal to, greater than or less than a right angle
- Relating two dimensional shapes and three dimensional objects
- Comparing and describing two dimensional shapes that result from combining and splitting common shapes

### Number & Algebra

- Recalling multiplication facts up to 10 x 10

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

### Measurement

- Measuring, ordering and comparing units of length, mass and capacity

### Geometry

- Identifying angles as measure of turn
- Comparing angle sizes in everyday situations
- Making models of 3D objects and describe their features.

### Number & Algebra

- Recalling multiplication and division facts of 2, 3, 5 and 10

**Parental Engagement:** Where possible, use Seesaw to see what your child/ren are doing in class and discuss the different concepts with your child/ren.

Ask them to 'teach' you to consolidate their understanding.

## Unit of Inquiry: 'Life in Strife'

This term, students will have the opportunity to explore the Science strand of Biology. They will investigate how we classify and sort things in the natural environment. Students will design their own flow chart to classify 8 or more living and non-living things. They will investigate the life cycles of different organisms as well as research and present information on an animal's or plant's life cycle and food web. Students will describe ways to conduct investigations and make and record observations. They will examine the relationships plants and animals have with each other. Independent investigations about how humans impact the environment will also be included. In combination with this, students will explore ideas and artworks from different cultures and times to use as inspiration for their own art pieces.

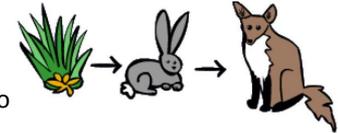
### Essential

How do we sort things in the natural environment? What are life cycles and food webs? How do humans impact the natural world?

### Parental Engagement:

You can support your child's learning by observing and 'wondering' about plants and animals in your garden.

You may choose to discuss the life cycle of plants and animals you find or to draw a food chain or food web to between these living things.



### Questions:

## Japanese

This term Year 3/4 students will learn to pick up spoken exclamations and phrases, and nonverbal communication such as bowing, by watching Japanese anime while accessing the Australian Curriculum. Students will express the language they have learnt through their own choice of medium, e.g. creating their own cartoon, performing a skit to the class. We will also compare Japanese and English communication by considering how the two languages express the one meaning. Please encourage your child by watching their choice of Japanese anime with them and noticing the different ways Japanese people interact compared with English speakers.

## Friendly Schools Plus

Students will continue to develop their social skills and understanding of the school values. They will be focussing on self-management and social awareness including saying 'no', standing up for what you believe in, the dynamics of friendship groups, and including others.

## Health and Wellbeing

This term in Kitchen/Garden students are learning about the five food groups and how to make healthy choices. Students will be cooking pasta, pizza and dips. They are continuing to maintain the kitchen garden. Recipes will be published in the school newsletter along with a seasonal planting guide.

This term in P.E., Year 3/4 will be refining their Throwing & Catching skills. Students will work on their skills through a unit of Netball to begin the term, followed by a unit of Basketball later in the term. Practise your throwing and catching skills at home with the family. Try using a variety of balls/objects and make it challenging by taking steps back with each successful catch.