



Dulma Unit Term 1, 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 Dulma work in groups for writing, reading, spelling and Mathematics that cater to their individual academic needs and personal learning styles. Students also have the opportunity to work in mixed ability groupings during Health and Wellbeing, PE and during inquiry learning.

Students will be assessed on a regular basis to ensure that they are working in the most appropriate group to suit their needs.

Library

Library books can be borrowed on a daily basis during second lunch. Each class is also allocated a library time where in addition to library lessons books can be borrowed. The library will also be used during inquiry learning time.



Important Days to Remember in Dulma

Library: Friday (all students in Dulma) 12:00-12 45pm 3/4GPS & 12.45 -1:25pm 3/4 Lumos

Health: Thursday (all students in Dulma)

Japanese: Thursday (all students in Dulma)

Fundamental Movement Skills:

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

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

Friday: Dulma unit Physical Education

Assemblies:

Term 1, Week 4: 3/4GPS

Upcoming Events:

Swimming Carnival: Wednesday 24th February 2016

Parent Teacher Interview Week: 29th February - March 3rd 2016

Clean up Australia Day: Friday 4th March 2016

Canberra Day: Monday 14th March 2016

Harmony Day: Monday 21st March 2016

Easter Long Weekend: Friday 25th March - Monday 28th March 2016

Literacy

Speaking & Listening

Students will have opportunities to present work in small and whole groups to discuss and articulate their wonderings. Students will participate in self and peer assessment to identify their understandings through speaking and listening skills. Students will learn about feedback and how to give it appropriately. Students will engage in using Google Forms and to communicate and ask questions to peers in a non-verbal manner.

Reading

During reading lessons, students will engage in modelled, guided and independent reading. Students will be working in either Guided Reading groups or in Reader's Workshop. A variety of texts will be used to model reading strategies such as predicting to students. In Guided Reading groups, students will work in rotations to support their understanding of word recognition, spelling and further develop comprehension skills through hands-on and interactive activities with peer and teacher support. In Reader's Workshop, students will read independently, complete activities and have open group discussions to consolidate their reading skills.

Ongoing assessment allows all activities to be based on student needs to further support their learning.

Writing

Students will focus on the narrative text form and will build upon their knowledge in this area. Students are learning how to build sentences to include more detail to entertain the reader as well as incorporate the correct features of a narrative.

Students will be able to:

- discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the author's reasons.
- understand that paragraphs are a key organisational feature of written texts.
- discuss how language is used to describe the settings in texts, and explore how settings shape the events and influence the mood of the narrative.
- create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle.

Spelling

Students will explicitly be taught a range of spelling strategies and have these displayed in the classroom for assistance. There will be a focus on visual, sound, connecting, meaning and checking strategies with students being regularly assessed to ensure their needs are catered for. Students will identify words from their writing in class and use these as their focus words for the week.

Parental Involvement— Encouraging your child to read to you and you reading to them is one of the many ways you can support them to improve and gain confidence in this area. Each week our classes are covering explicit reading strategies and these can be practised at home to help reinforce the teaching that is taught in class. Weekly spelling words are taken from their writing. A word of the week for them to add to their spelling lists is a great way introduce new vocabulary into their writing as well as increasing their word bank that they can then use in their writing pieces.

Mathematics:

In Numeracy this term Year 3 students will be focusing on:

- Identify odd and even numbers
- Recognise, model, represent and order numbers to at least 10 000
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Recognise and explain the connection between addition and subtraction
- Recall addition and subtraction facts for single digit numbers
- Solve problems by using number sentences for addition and subtraction.
- Measure, order and compare objects using familiar metric units of length, mass and capacity.

Parent Engagement: Parents are encouraged to support their children when completing Mathematics. Students are often asked to think about how maths concepts link to their everyday experiences, such as understanding how we use money and adding and subtracting a range of numbers.

In Numeracy this term Year 4 students will be focusing on:

- Investigate and use the properties of odd and even numbers
- Recognise, represent and order numbers to at least tens of thousands
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Use equivalent number sentences involving addition and subtraction to find unknown quantities
- Recall addition and subtraction facts for single digit numbers
- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures
- Calculate the perimeter and area of rectangles using familiar metric units.

Parent Engagement: Parents are encouraged to support their children when completing Mathematics. Students are often asked to think about how maths concepts link to their everyday experiences, such as applying maths to real life situations such as using measurement.

Inquiry Learning: Our Backyard and Beyond

This term, students will be engaging in a Geography unit with the focus on Australia and its neighbouring countries. Students will explore the environmental and human characteristics that are similar and different between the countries and will develop their skills of using paper and digital maps. Students will have opportunities to show their findings through a number of different means incorporating ICT, hands-on activities, small group presentations and individual tasks.

Students are focusing on the following essential questions: What are the main natural and human features of Australia? How and why are places similar and different? What would it be like to live in a neighbouring country?

Parent Engagement Students are encouraged to investigate their wonderings at home. We are encouraging conversations around Australia and its neighbouring countries and how they are similar and different. We are asking the children to imagine what it would be like to live in a neighbouring country such as Papua New Guinea, Indonesia or the Philippines. Collecting travel agent brochures, newspaper readings or spending time together on the internet researching these countries can help broaden your child's perspective about how some of these countries are similar and/or different to Australia.

Melting Moments

Our second inquiry unit will commence in week 7. The students will be observing heat and its effects on **solids and liquids** and begin to develop an understanding of energy flows through simple systems. Students will be looking at how to conduct a fair test, consider the elements of fair tests and use formal measurements and digital technologies as appropriate to make and record observations accurately. Students will also identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge. Students will be particularly looking at the cause and effect that temperature has on different solids and liquids.

Students will focus on the following essential questions: How do materials change state when heated or cooled? How do scientists use the properties of materials to develop products that improve our quality of life?

Parent Engagement: Families are encouraged to discuss with their children topics how temperature affects different types of matter. When cooking a discussion can be raised about how foods change when different temperatures are applied to them. This can start a great conversation as well as be a great teaching moment around causes and effect of temperature on different matter.

Values Focus:

Weeks 4 & 5:

Confidence Self-Awareness

Weeks 6 & 7:

Resilience/Self-Management

Weeks 8, 9 & 10:

Care and Compassion/Social Awareness

Japanese: Human Spaces

Students will explore the physical environment of Japan, both human and man-made. Students will describe such spaces in written and spoken texts.

The essential learning questions are:

- What are the main natural and human features of Japan?
- How and why is Japan similar and different to Australia?
- What would it be like to live in Japan?

Parents and carers are encouraged to discuss and research Japan's environment with their children.

Health and Wellbeing – We all have choices

This term students will identify what makes for a healthy and/or unhealthy relationship, as well as how to deal with their unhealthy relationships. Students will also investigate the influence the media can have on people and communities. Students will also be involved in 'Clean Up Australia Day' in order to better understand positive actions that promote health, safety and wellbeing of the school and surrounding community.

Essential Questions:

- *What are healthy/unhealthy relationships?*
- *How do media outlets (including social media) influence people and communities?*

Parent Engagement: Discuss with your child what contributes to healthy and/or unhealthy relationships and what they can do to avoid negative influence from media outlets and those around them. When available investigate with your child the waste/rubbish used in the household and how you properly dispose of certain wastes eg. recycling, green wastes and composting.