

Term 1 Overview

Lauren Travis – Year 3/4

First Two Weeks

During the first two weeks of school, students will participate in a number of activities to develop their personal and social capability. Through a range of activities in the classroom and around the school, students will:

- Examine and demonstrate the school values
- Communicate respectfully with others
- Develop an understanding of growth mindset and begin to use the associated language
- Identify their strengths and achievements, and set personal goals
- Understand their own and others' rights and responsibilities at school
- Explain how to develop and maintain positive relationships with others
- Democratically develop a set of class agreements
- Work collaboratively and set guidelines for future group work
- Understand the purpose of school
- Increase their independence

Focus Topic: Bees

Much of this term's curriculum will be based around the focus topic of 'Bees'. Students will engage with texts about bees and other pollinators; investigate the role of bees in the environment; understand interconnections between plants, animals and humans; create a board game about pollinators; and create visual and performance artworks about bees.

English

Language

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

Literature

This term the class will focus on the novel 'Darius Bell and the Crystal Bees', which tells the story of a boy who discovers all the local bees are dying and, after learning about the importance of bees to ecosystems, sets out to find a solution. Students will complete connection, comparison and analytical activities related to the novel, other texts and their own lives to assist them in understanding the meaning and purpose behind the novel. Students will also have daily exposure to poetry in a range of forms, and will analyse the use of language and its effect on the reader.

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 modelled, guided, shared and independent reading, and students will complete analytical and comprehension tasks to demonstrate their understanding of texts. The writing focus this term will be on imaginative (narrative) and persuasive texts, with writing topics based on student interests and other curriculum areas. Students will also have opportunities to do informal 'quick writes' in their Writer's Notebook, which will give them opportunities to experiment with different structures and devices. They will practise re-reading and editing texts on paper and digitally, and will publish texts for different audiences. In handwriting lessons with Mr Grigg, students will develop their ability to write using joined letters.

Maths

It is important that students have positive dispositions towards maths, and understand the value of mistakes, questions, communication and creativity. To develop these dispositions and promote a deep understanding of concepts, topics will be introduced with a challenging task based on everyday life for students to attempt. Emphasis will be placed on students' problem solving processes and sharing their thinking and reasoning, rather than the final solution.

This term students will answer the questions 'Who are we?', 'Where are we?', and 'How big are we?'. They will decide how the questions will be answered and what maths should be used to answer them. This will develop their skills in a real world context and involve a variety of mathematical concepts, including place value, use of the four operations, data collection and interpretation, shape, location, and measurement. Throughout the year students will revisit and deepen their knowledge of number concepts, working towards a deep understanding of place value to tens of thousands. This will provide students with a solid base for all other maths learning. They will also have regular, informal opportunities to tell the time to the minute using analogue clocks, convert between units of time, and complete calculations involving time.

HASS

During the first few weeks of school, students will develop a class calendar showing important dates celebrated in Australia and around the world. This will be revisited and students will find out more about each celebration as the dates arise.

They will participate in democratic decision-making processes including developing the class code of conduct, listing students' and teachers' rights and responsibilities, and electing SRC representatives. This process, along with class discussions and experiences, will develop their understanding of the purpose of rules and the consequences of rules not being followed. Mr Grigg will deliver further Civics and Citizenship lessons to engage students in understanding their own and others' roles in the community.

The focus on bees relates strongly to geography, particularly the importance of the environment to animals and people, as well as climate types, sustainable production and use of natural resources, and the characteristics of places at local to national scales. Throughout the term, students will engage in the process of developing relevant questions, researching, collecting, organising and analysing information, drawing conclusions, reflecting and proposing actions, and communicating their learning and actions to others.

STEM

This term, students will create a board game to teach children about pollinators, their importance and their struggles. They will work in teams to use the engineering design process to ask questions; brainstorm solutions; select an idea; and plan, create, test and improve a solution before sharing their work with other students such as our Reception and Year 1 buddies.

Students will develop their digital technologies knowledge and skills as they collect data to inform their engineering design process, use digital systems, and sequence steps and decisions involved in their game. They will use design and technologies skills to select appropriate resources to make their game; consider sustainability factors; and as they explore ideas, plan, communicate, create, and evaluate their game.

The Arts

Many elements of the Arts will be integrated into the focus topic to provide students with opportunities to engage all their senses. Students will demonstrate their understanding of interactions between pollinators, plants and humans through dance sequences, and view, plan and create media artworks educating others about the importance of bees. They will also examine and create visual artworks on the topic, exploring different materials, techniques and processes as they do so.

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.