

# Term 1 Newsletter

## Year 3/4C

Welcome to Year 3/4C!

Your teachers this year are:

Mrs Robyn Gibson – Monday through to Thursday

Mrs Krista Barratt - Friday

There are some important days and times to note for our class:

- Parade is every Monday at 9.00 a.m.
- Library borrowing is Tuesday. Year 3 students require library bags to be able to take books home.
- Religion day is Monday.
- PE is on Wednesday and Friday
- Music is on Thursday.
- Tuckshop operates both breaks Monday, Wednesday and Friday.

Principal – Mrs Jacinta Wimmer

Deputy Principal – Mr Noel Reynolds

Head of Curriculum – Mrs Dee Acutt

### School Times

School starts	9:00 am
School finishes	3:00 pm
1st Break	11:00 – 11:30 am
2nd Break	1:30 – 2:10 pm

If there is anything else you'd like to know, please feel free to see us after school for a chat.

Both classes will be covering similar curriculum as the other year 3 and 4 students but may not be in the same term.

### NAPLAN Testing

Your Year 3 child will be taking their first NAPLAN test this year, which is a snapshot of their reading, writing, spelling, grammar, punctuation and numeracy skills compared to other students across Australia. It is a way to understand their current learning level and identify area for further development, there's no need to stress – just encourage them to try their best.

### English

This term's English is focussed on the speaking and listening strands. Both the year 3 and 4 students will be studying "Mulan".

The year 3 students will learn how to relate ideas and express opinions. The assessment task is to deliver a multimodal presentation to review the imaginative text.

The year 4 students will learn how to share and extend ideas, opinions and information about the film version of "Mulan". They will report 'live' from a local film festival to review "Mulan" for local viewers.

### Maths

#### Year 3

Students will be learning the following maths concepts:

1. Consolidating prior knowledge of numbers up to 10 000.
2. Develop understanding of representing numbers to 10 000.
3. Deepen understanding of ordering numbers 10 000 and beyond.
4. Extend and apply addition and multiplication facts and related facts
5. Interpret and create maps of familiar environments
6. Statistical investigation

#### Year 4

1. Number facts – revision and developing deeper understanding of addition and multiplication facts.
2. Grid reference systems
3. Line and rotational symmetry
4. Statistical investigations
5. Surveys and digital tools
6. Representing data and shape of distribution
7. Fraction and decimal notation

### Science

#### Year 3

##### What's the Matter?

In this unit students will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid through investigations.

#### Year 4

Students will create a marble run out of recycled materials, identifying the forces acting on the marble, and describe the effect of frictional, gravitational and magnetic forces have on the motion of objects. Students will collect data by measuring the length of time the marble runs on the varying surfaces (Friction), and be required to draw scientific conclusions using their collected data. (linked with Design Technology)

### Humanities and Social Sciences (HASS)

#### Year 3

##### EXPLORING PLACES NEAR AND FAR

In this unit students will explore the inquiry question:

*How and why are places similar and different?*

They will:

- identify man-made and natural characteristics of a place.
- Label Australian states and territories – in particular Qld, NSW & NT

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## Year 34C

- Show the directions of NT & NSW from Qld, and the direction of major Qld towns from Mackay
- Explain the significance of components of Australian flag, indigenous flags
- Understand the rules of flag flying
- locate particular "big symbols" in Qld (e.g. Big Mango)
- explain the significance of the big symbols in the particular locations

### Year 4

In this unit, students will study the diversity of inhabitants in Australia (First Nation Australians) and their continuous connection to Country/Place. Students will identify the cause of the establishment of the first British colony and describe the effects of colonisation on the people and environment.

### Design/Technology

#### Year 3

The Design unit is connected to HASS. Students will investigate the suitability of materials, graphics and components, for specific purposes.

- They will repurpose an item to create a significant object on an emblem.
- They will explore the role of people in Design and Technologies occupations as well as factors, including how designs meet community needs.
- generate design ideas for a useful item and communicate them with annotated design drawings.
- evaluate design ideas, processes and solutions

#### Year 4

The Design unit is connected to Science.

In this unit students will:

- Plan and sequence major steps in designing a marble run.
- Develops and expand design ideas and communicate them using drawings including annotations and symbols.
- Evaluate their ideas
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### Art

In this unit, students will explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks. Students will create a Landscape of Walkerston community using a range of techniques and materials.

### Music

In Drama this term students will explore how drama can be used to tell a story for historical re-enactments. Students

will create their own historical re-enactment of significant time periods to Walkerston township and state school. Students will also explore changing how the story is told to show a different character's perspective. Students will focus this year in music on reading western staff notation for the recorder. This term students will work on their beat and rhythm knowledge through games and rhythmic dictation. In the Music room students are expected to stay safe by using inside voices and using equipment for the purpose of the activity. They are expected to be respectful by taking turns and listening and they are expected to have a go at learning. These expectations will be modelled and explicitly taught throughout this term.

### P.E.

This term, Year 34 students will be taking part in an exciting "Ball Skills Mini Tournament" designed to develop their catching, passing, and kicking skills in game scenarios. One of the key activities will be the **Catch and Kick Relay**, a fun and dynamic game that combines elements of soccer with the added challenge of catching and throwing. The game encourages teamwork and spatial awareness as players pass the ball by both kicking and throwing, keeping everyone engaged and active. It's a great way for students to build motor skills while having fun in a competitive setting.

### Health

In this unit, students in Year 34 investigate the concepts for managing change through nutrition, physical activity and sedentary behaviours while exploring the recommendations of physical activity and nutrition. Students will examine different sources of health information and how to interpret them. They identify health messages and the methods they use to influence decisions.