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## Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

Thurs 20 May – Athletics Trials
Friday 21 May – Athletics Trials
26th-27th May: School Photos
10th-11th June: Senior Athletics Carnival
21st June: Harmony Day Parade - 9am
21st June: 3-6 Disco - 12:45pm
22nd June: Instrumental concert – 9am
23rd June: Report Cards distributed (Q Parents)

## Specialist Lessons to remember

**Library** borrowing is Thursday. Please bring a library bag to take home a book.
**Assembly** Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.
**Music** is Wednesday at 11:45 am
**P.E** is Wednesday at 11:15 am
**Japanese** is Thursday at 1:30 pm.

## Curriculum focus – what we will be working on in class this term

| | Content | Assessment |
|---|---|---|
| English | Students will look at the persuasive elements and language involved in advertising. They will look at how language can be used to persuade a person to make decisions related to everyday products. Students will also look at all aspects advertising included images, pictures and videos and how they can persuade an audience. Students will how persuasive language can impact on the feelings and emotions of an audience. | 1. Students will identify and interpret the persuasive language features and visual elements of a product's packaging. 2. Students will write a promotional script for a common household product. |
| Maths | **Year 3:** Students recognise the connection between addition and subtraction. They classify numbers as either odd or even. They recall addition facts for single digit numbers. They continue number patterns involving addition and subtraction. They tell time to the nearest minute. Students conduct chance experiments and list possible outcomes. **Year 4:** Students identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students solve problems involving time duration and convert between units of time. They identify dependent and independent events. Students use the properties of odd and even numbers. They continue number sequences involving multiplies of single digit numbers. Students list the probabilities of everyday events. | **Year 3:** 1. To tell time to the nearest minute and solve problems involving time. 2. To classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction. 3. To collect and interpret data from simple chance experiments. **Year 4:** 1. To use and convert units of time, and solve problems involving time duration. 2. To identify the relationships between odd and even numbers, identify unknown quantities and describe number patterns. 3. To identify dependent and independent events and explain the probability of everyday events occurring. |

| | Content | Assessment |
|---|---|---|
| Science | Year 3: Students will observe and explain day and night, sunrise and sunset and shadows. They will discuss and compare the size of various objects in the galaxy. Students will observe how light and shadow change over a day and why these changes occur.<br>Year4: Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. | Year 3: Students will create a poster presentation to explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.<br><br>Year 4: Students investigate and test natural and processed materials. They then determine the properties that make them useful for different purposes and represent their findings in scientific ways. |
| HASS | Students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. Students describe the experiences of an individual or group in the past. They recognise the importance of laws in society. They describe factors that shape a person's identity and sense of being. | Students will investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet. |
| The Arts (Visual Arts) | Students will explore the purpose and meaning of visual language and symbolism in artworks by artists from different cultures. They will experiment with visual techniques to demonstrate qualities of a imaginary environments inspired by real places. Students will collaborate, plan and create an artwork to depict an imaginary tiny world. | Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks. |
| Technology (Digital) | Programming is one process of the larger problem-solving methodology of creating digital solutions. Using a programming language can create a solution to a problem. Students will investigate, define and create solutions to various problems. | Students will create an algorithm that addresses a defined problem. They will then write this algorithm using a visual programming language. |
| Health | Year 3: Students will investigate how emotional responses vary and understand how to interact positively with others. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it.<br>Year 4:<br>Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. | Year 3: The assessment task requires students to how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.<br>Year 4: Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during and observe varying emotional responses. |
| P.E | Students will develop skills in throwing a shot put and discus with correct technique. Students will develop long and high jump ability by performing various drills to improve run up, take-off and landing. They will learn basic field event rules and procedures, in preparation for sports day trials and competition. Students will participate in drills to develop sprinting technique leading up to performance of the 100 and 200m sprint. | Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and technique sequences in the athletics events: sprinting, high jump and shot put. |
| Music | This term students will learn the basics of playing djembe drums. They will also learn how to read music and perform new rhythms. | Students can play the djembe using good technique as well as rhythmic accuracy when performing new rhythms. Students can identify notes they read on the treble clef. |
| Japanese | Year 3 - Students will learn how to use language to explore the concept of School Life in Japan and make connections with own school experiences. They will also participate in a variety of cultural activities aligned with the Japanese calendar.<br>Year 4 – Students will continue to master the recognition of the hiragana script whilst studying a unit on Pets and Animals in Japanese. They will also participate in a variety of cultural activities aligned with the Japanese calendar. | Year 3 – 1. Observation record of simple everyday Japanese language used within the classroom.<br>2. Reading comprehension test of a school timetable in Japanese.<br>Year 4 - 1.Fortnightly hiragana recognition testing.<br>2.Reading comprehension test in hiragana.<br>3.Listening comprehension test. |