

Room 9 Curriculum Content Term 4

English:

Reading: Students will be developing their skills in responding to texts, drawing connections between personal experiences and texts read in class. They will examine how language can be used to be more or less forceful. They will evaluate the features of persuasive texts, including high modality language and new vocabulary.

We will read the novel “Nim’s Island”, by Wendy Orr. During the novel, students will be making text to self and text to world connections.

Students will continue participating in paired fluency using various texts. Students are allocated a partner. Partner A reads aloud for three minutes while partner B tracks. After three minutes, partner B reads aloud and partner A tracks. Reading the same text several times helps build fluency.

Writing: Students will be participating in a Talk 4 Writing unit based on the text ‘I Spy’. Through the text, they will learn the structural and language features of persuasive texts; advertisements. Students will learn the text before imitating and innovating the text to create their own versions. They will also touch on poetry, recount writing and procedural texts during the unit and practice creative writing during morning work.

We will continue with the Spelling Mastery. Students will participate in four lessons of Spelling Mastery per week in either Rooms 7, 8 or 9 depending on their spelling needs. Students participate in a spelling test every five lessons. The Spelling Mastery lesson lasts 30 minutes and students will also participate in daily review or daily editing activities for 10 to 15 minutes.

Students will be using their handwriting books to focus on writing fluently for increased amounts of time. Students will continue to ensure their writing is legible and of a suitable size. Students regularly self-assess their handwriting, ensuring they are gripping their pencil correctly and ensuring that their writing is legible.

Speaking and Listening: Students will learn how to listen to others’ views and respond using appropriate interaction skills. They will discuss how texts are presented in different ways depending on purpose and context. Students will contribute to class and group discussions, ask questions, provide feedback and make a short formal presentation.

Maths:

Students will participate in the Lighthouse Maths program where they are engaged in problem solving activities with their peers. Students continue to learn and practise mental calculation strategies and multiplication and division facts of the 2, 3, 5 and 10 times tables. We are learning about fractions; whole, halves, thirds, quarters and fifths. They continue to learn about time, including how to tell time to the minute using analogue and digital clocks, along with investigating and calculating time-lapse problems. Students will use formal units

of measurement to measure, order and compare objects based on length, mass and capacity.

Students will describe possible everyday events and order their chances of occurring, and will identify events where the chance of one will not be affected by the occurrence of the other.

Design Technologies:

Students will be making kites this term. In Engineering principles and systems, students observe and recognise ways applied forces and properties of materials affect the behaviour of objects. They will create a sequence of steps to solve a given task. They develop and communicate ideas using labelled drawings and appropriate technical terms. Students select and safely use appropriate components with given equipment to make a solution. They use criteria to evaluate design processes and solutions developed. Students work independently, or collaboratively to plan, safely create and communicate sequenced steps.

HASS Geography:

Students will be learning about Australia's neighbouring countries and their diverse natural and human characteristics. They will examine the differences between climate and weather, whilst learning about the world's oceans.

Health:

We follow the whole-school Zones of Regulation program for recognising and acknowledging a range of emotions and strategies to calm or alert ourselves, along with the school values of being respectful, organised and safe.

Students will learn about forms of communication and interaction for health and well-being. They will examine health information and messages. They will review health knowledge from previous lessons including relevant messages provided by Sun Smart and Crunch'n Sip.

WGVPS has embraced the 'Butterfly Body BRIGHT' program. The topics that will be covered this term are; Grateful, Happy and Thoughtful. Notices on each topic will be posted on CONNECT, prior to teaching.

Physical Education:

Students will participate in swimming lessons during Weeks 3 and 4 and Edudance every Wednesday.

Students will be focussing on the following fundamental skills.

- Locomotor skills – jump (two feet), skipping and changing direction.
- Object control skills – underarm and overarm throwing and catching.

Students will participate in partner, group activities and minor games that will include the fundamental movement skills of body management, locomotor, and object control skills.

They will apply these skills through team games, obstacle courses and relays. They will learn how to participate cooperatively, demonstrate fair play and how to include others through simple, competitive team games.

Science:

In Biological Science this term the students will be recognising a range of different living things and their characteristics such as growing, moving, sensitivity and reproducing. They will explore and sort differences between living, once living and non-living things. Where possible they will investigate Aboriginal and Torres Strait Islander Peoples' perspective within this topic. The Science Inquiry Skills of planning, conducting, observing, communicating, questioning, predicting and evaluating.

Music:

- Games and songs
- Prepare and make conscious ti-tika and tika-ti (3 uneven sounds on a beat)
- Practise compound time
- Sing and play songs on instruments from staff notation poster
- Compose a piece in binary form in compound time
- Art Music – Clair de Lune (1905) by Claude Debussy (1862 – 1918)

Visual Arts:

- Students will be given the opportunity to apply their ideas, skills and techniques to developing/ making original artwork.
- Students will be given opportunities to be inspired by observation and imagination, reflecting on various artwork and design elements (self, peers and others).

Studio Practice

- Artists who use basic design elements.
- Artists who use, mix and experiment with colour eg primary, secondary/ tints and shades.
- Exploring artworks from other cultures. This will include American, Australian and Japanese popular culture analysing line, colour and shape to create mood and personality. Chinese painting through mark-making and imagery. Asian opera mask facial designs and costumes using symbolism through colour.

Key Activities: Painting, 3D clay modelling, drawing, paper skills, visual inquiry, studio practice and reflection.

Italian:

The students will read the bilingual story Tu (non) sei piccolo- You are (not) small to build on using describing words relating to people and objects. They will also follow modelled writing

to script and perform a talk about themselves and their family to the class. Year 3 students will also be supported to create a card game, board game, puzzle or activity book incorporating familiar Italian words, which they will try out and rate with members of the class.