



## Year 2 - 2021 Term 2 Overview

Welcome back to Term 2, a term which will be full of challenging, engaging and fun learning opportunities!

During this term, the focus will be on continuing to develop the skills and attributes which will contribute to the students becoming successful lifelong learners. Through further developing a Growth Mindset and the Habits of Mind, the students will be encouraged to embrace challenges, welcome and use feedback, and continue to be curious, creative and open-minded learners. This term, we will focus on the following Habits of Mind: 'Thinking flexibly', 'Applying past knowledge to new situations' and 'Taking responsible risks'. The '4 Cs of 21st century learning' - Critical thinking, Creativity, Collaboration and Communication - will continue to be embedded throughout all learning experiences.



### 4. Thinking flexibly

*Look at it another way!*

Being able to change perspectives,  
generate alternatives,  
consider options.

### **RELIGION**

Daily prayer and regular meditation led by the students, are an integral part of our Religious Education program.

#### **To Love One Another**

In this unit, the students will learn about how Jesus showed his love for people. They will reflect upon how they can love others in their lives through Jesus' example.

The students will:

- understand that Jesus calls them to love one another
- identify ways of responding to this call.



#### **Sharing My Life**

The students will learn about the friendships of Jesus through Scripture. They will explore their own capacity to give and receive friendship through the example of Jesus.



The students will:

- explore Gospel stories that tell of Jesus' faithfulness and self-giving
- identify ways to live honestly and truthfully with others.

## **INTEGRATED TOPIC**

### **Before Contact (Humanities - History)**

In this unit which focuses on Australia's First Peoples, the students will:

- investigate how Aboriginal people lived before European settlement
- explore Aboriginal and Torres Strait Islander stories and artwork
- investigate the indigeneous history of our local area
- identify the importance today of an historical site of cultural and spiritual significance in our local area, e.g. the Darebin Parklands.



## **MATHEMATICS**

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 2 students, *understanding* includes connecting number calculations with counting sequences, e.g.  $5+5$  is the same as counting by 5s - 5,10; *fluency* refers to the ability to readily count numbers in sequences; *problem solving* includes investigating number patterns and finding connections between skip counting patterns; and *reasoning* includes generalising the pattern from number sequences, e.g. what is the pattern if we are counting 2,4,6,8,10...?

Developing 'number sense' is an essential component of learning in Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

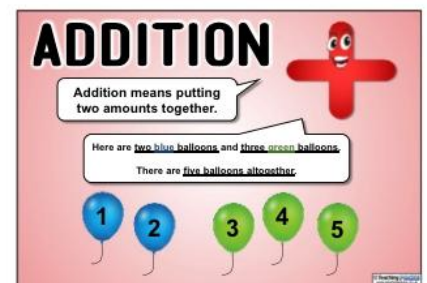
### **Number**

#### *Addition and Subtraction*

The students will continue to develop a range of mental and written strategies to solve addition and subtraction problems.

Strategies include:

- counting on and counting back
- bridging to ten
- doubling
- near doubles
- adding and subtracting ten or one hundred
- using mathematical tools and materials such as number lines, hundred charts, MAB, etc., to represent and solve problems involving addition and subtraction.



### **Measurement and Geometry**

#### *3D Objects*

- using geometric features to describe shapes and objects using appropriate vocabulary such as 'corners', 'edges' and 'faces'.

#### *Length*

- comparing and ordering a range of shapes and objects, based on length.

### **Statistics and Probability**

#### *Chance*

- classifying everyday events according to how 'likely' they are to happen, e.g. it will rain today
- using the language of chance e.g. likely, highly unlikely, to explain their reasoning.



## ENGLISH

The students will explore various texts to further develop their literacy skills when reading and writing, and speaking and listening.

### Reading

The students will read a variety of fiction and non-fiction texts to develop their decoding skills and fluency. The students' comprehension skills will be developed by identifying the literal and implied meanings in texts.



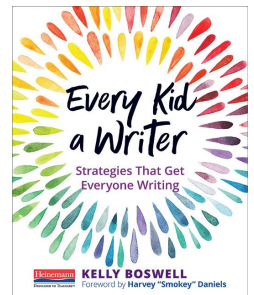
The following reading strategies will be developed:

- blending and segmenting words (identifying the sounds within words)
- recalling facts and details about texts read
- recognising cause and effect
- drawing conclusions and making inferences.

### Writing

The students will:

- express their ideas in sentences and short texts, incorporating appropriate sentence punctuation and vocabulary
- create texts which reflect their knowledge and understanding of persuasive text structures and language features - including stating their viewpoint, putting forward arguments and using emotive language.



### Spelling

A variety of spelling strategies will be developed through the year in order to assist the students to become independent and successful spellers.

The spelling program consists of:

- high frequency words
- phonological awareness (letter/sound knowledge)
- onset and rime (e.g. cat – 'c' is the onset and 'at' is the rime)
- CVC words (consonant, vowel, consonant e.g. 'pig') focusing on short vowel sounds.

This term the letters and spelling sounds are:

- 'o' and 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay', 'a\_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm' and 'mm' and 'mb' as in moon, hammer and thumb
- 'i\_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.

### Handwriting

During the term students will focus on letter formation, direction, placement on lines of lower and upper case letters, as well as pencil grip and good writing posture.

### Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The focus this term will be:

- listening for specific purposes and information including instructions
- developing active listening skills, such as maintaining eye contact, asking questions
- extending their own and others ideas in discussions.



## **LIBRARY**

During weekly library lessons each Wednesday, the students will:

- explore a range of fiction and non-fiction books
- identify characteristics of fiction and non-fiction books
- revise library borrowing procedures, such as using the spine and shelf labels to locate and return books correctly.

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.



Bernadette Healy and Tilla Ricci

## **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly throughout the term.

The topics that will be covered this term are:

- 'Inclusion' - describing how people may feel when they are excluded
- 'In their shoes' - suggesting how other people may feel
- 'Counting Sounds' - reflecting on what we hear when being mindful
- 'Cloud Dreaming' - being in the moment when we are being mindful
- 'Bouncing Back' - bouncing back when things don't go our way
- 'Together Everyone Achieves More' - identifying strategies to improve teamwork.



## **DIGITAL TECHNOLOGIES**

This term in Digital Technology, the students will:



- experiment with very simple, step-by-step procedures to explore programmable devices, for example, providing instructions to others or robotic devices, to move in an intended manner, such as following a path around the classroom
- write and use a simple set of instructions to sequence events and procedures, for example scanning personal photographs, collating and ordering significant personal events or milestones, and describing the steps involved in the process.

Tilla Ricci

## **VISUAL ARTS**

The students will:

- use a variety of recycled materials, from both natural and manufactured sources, to create artworks that relate to our Integrated Studies unit, 'Before Contact'
- compare and discuss the artworks of various cultures, including those by Australia's First Peoples
- create artworks using the visual arts elements used by many Indigenous Australian artists.

Karen Mahoney

## **HOME LEARNING**

Home Learning includes completing tasks which include:

- reading for at least 15 minutes and recording the title of the book in their school diary
- practising and learning spelling words based on a letter pattern, e.g. 'oo' words
- practising number facts.



## **ITALIAN**

Ben tornati! (Welcome back!)

The students will continue to focus on Italian greetings and simple conversations.

Italian numbers (to 20) will be practised, along with the names for the days of the week.

A wide range of learning activities will be incorporated, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.  
Signor John

## **PERFORMING ARTS**

The students will continue to:

- use imagination and creativity to explore pitch, rhythm and form, dynamics and tempo using voice, movement and instruments
- listen to various styles of music and discuss similarities and differences
- play a C major scale and arpeggio on the glockenspiel and learn the note names
- learn new songs from around the world
- investigate the ukulele, string names, notes and chords, playing C and F chords
- explore percussion instruments and the rhythmic elements of music
- prepare songs and musical items for the 2021 concert.

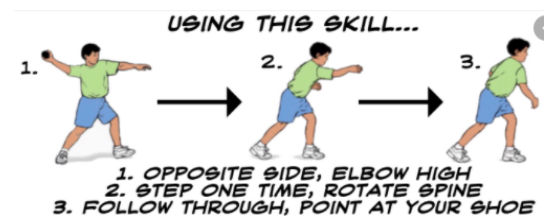


Simon Lewis

## **PHYSICAL EDUCATION**

The students will:

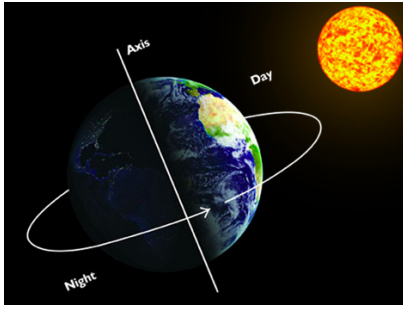
- continue to learn about how their body responds to participating in physical activity and the importance of daily physical activity in their lives
- begin to participate in activities of different intensities and explore how their body reacts
- further develop their fundamental motor skills of *kick*, *overhand throw*, *underarm throw* and *ball bounce*
- continue to learn how to control objects with equipment, whilst developing their fundamental movement skills
- continue to further their understanding of rules and fair play when participating in minor games, whilst working collaboratively with their peers.



Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.



The students will:

- investigate the weather through observations and research
- compare changes in the sky during the day and at night
- investigate how shadows caused by the sun change length over the day as the Earth rotates
- understand that the rotation of the Earth causes day and night.

Janelle Baldwin

## **REMINDERS**

Mondays & Fridays:

- Physical Education-sport uniform to be worn

Tuesdays:

- Performing Arts
- Italian

Thursdays:

- Science

Friday rotations:

- Digital Technologies
- Visual Arts - art smocks are required

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

Tilla Ricci



## Year 3 - 2021 Term 2 Overview

Welcome back to Term 2, a term which will be full of challenging, engaging and fun learning opportunities for all students!.

During this term, the focus will be on continuing to develop the skills and attributes which will contribute to the students becoming successful lifelong learners. Through a focus on the Growth Mindset and the Habits of Mind, the students will be encouraged to embrace challenges, receive and provide feedback and continue to be curious, creative and open minded learners. This term, we will focus on the following Habits of Mind: 'Thinking Flexibly', 'Applying past knowledge to new situations' and 'Taking responsible risks'. The '4 Cs of 21st century learning' - Critical thinking, Creativity, Collaboration and Communication - will continue to be embedded throughout all learning experiences.



### **RELIGION**

Daily prayer and regular meditation led by the students, are an integral part of our Religious Education program. This term, the Year 3 students will be preparing for and receiving the Sacrament of Reconciliation - a very important step in their faith journey.

#### **To Love One Another**

In this unit, the students will learn about how Jesus loved people. They will reflect upon how they can love others in their lives through Jesus' example.



The students will:

- become familiar with Jesus' commandment to 'love one another as I have loved you'
- understand ways they can demonstrate this commandment in their relationship with others
- prepare for and receive the Sacrament of Reconciliation.

#### **Sharing My Life**

The students will learn about the friendships of Jesus through Scripture. They will explore their own capacity to give and receive friendship through the example of Jesus.

The students will:

- explore the stories about Jesus as a teacher and healer
- understand that they are called to be patient and generous in their friendships.



## INTEGRATED TOPIC

### Before Contact (Humanities - History)

In this unit which focuses on Australia's First Peoples, the students will:

- explore how Aboriginal people lived before European settlement
- investigate Aboriginal and Torres Strait Islander stories and artwork
- identify the importance today of an historical site of cultural and spiritual significance in our local area, e.g. the Darebin Parklands
- appreciate the importance of preserving historical indigenous sites
- explore the first European explorers' contact with Aboriginal People.



## MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 3 students, *understanding* includes identifying the key features of even and odd numbers; *fluency* refers to counting numbers in sequence, readily including skip counting; *problem solving* includes formulating a systematic approach to finding patterns and making and testing predictions; and *reasoning* includes describing, continuing and creating number patterns resulting from addition of a number.

Developing 'number sense' is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

### Number

#### Addition and Subtraction

Developing a range of mental and written strategies to solve addition and subtraction problems.

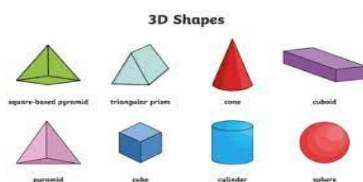
Strategies include:

- bridging to ten
- doubling
- near doubles
- adding and subtracting ten, one hundred or one thousand
- split strategy - grouping place value parts. e.g. hundreds, tens and ones
- using mathematical tools and materials such as number lines, hundred charts, MAB, etc., to represent and solve problems involving addition and subtraction.

### Basic Addition Strategies:

<b>Two a Picture</b>  $6 + 3 = 9$	<b>Tally Marks</b>  $3 + 4 = 7$	<b>Counting On</b>  $4 + 2 = 6$
<b>Doubles</b> some number is added  $4 + 4 = 8$	<b>Commutative Property</b> Turn-Around Facts  $2 + 5 = 7$ $5 + 2 = 7$	<b>Number Line</b>  $4 + 2 = 10$
<b>Tens Frames</b> $9 + 3 = ?$ 	<b>Part-Part-Whole</b>  $3 + 2 = 5$	<b>Associative Property</b> combine numbers $(8 + 5) + 2 =$ $13 + 2 = 15$

### Measurement and Geometry



#### 3D Objects

- identifying and describing features of 3D objects
- identifying nets of 3D objects
- using nets to create 3D objects
- identifying angles of common shapes.

### Length and Perimeter

- measuring, ordering and comparing objects using familiar metric units of length
- calculating the perimeter of shapes

### Statistics and Probability

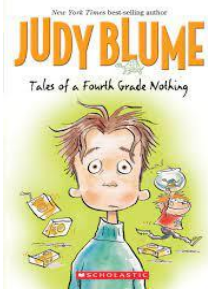
#### Chance

- conducting chance experiments, identifying and describing possible outcomes
- recognising that results can vary when repeating the same chance experiments multiple times.

certain	1	yes
75%	probably	might
maybe	50%	0.5
Equal chance	unlikely	impossible
won't happen	no	likely
0	absolutely	never
definitely	100%	highly likely
0.25	maybe not	Buckley's



## ENGLISH Reading



The students have been listening to and enjoying the novel, 'Tales of a Fourth Grade Nothing', by Judy Bloom. They will engage in a range of activities responding to the text, demonstrating their understanding of the text and expressing their thoughts and opinions about the plot, character development and the theme of the text.

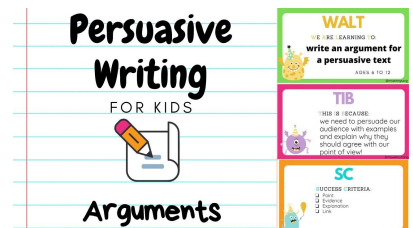
Throughout the term, the students will read a variety of fiction and non-fiction texts to further develop decoding skills and fluency. The students' comprehension skills will be developed by identifying the literal and implied meanings of texts.

The following reading strategies will be developed:

- identifying the author's purpose
- recognising cause and effect
- comparing and contrasting.

## Writing

The focus this term is persuasive writing. The students will analyse various examples of persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own persuasive texts, using their growing knowledge of what makes a strong persuasive text, such as use of emotive language and evidence to support their arguments. The students will continue to be supported to reread and edit their texts for appropriate structure, grammatical choices and punctuation.



## Grammar and Punctuation

Each week the students will investigate an area of grammar or punctuation and then seek to include it in their own writing. This term the students will be exploring:

- pronouns
- verbs
- use of apostrophes
- present, past and future tense.

## Spelling

Each week there is a focus on a particular sound and the letters that represent that sound. There is also an emphasis on word meaning and vocabulary development, and using the words in context.

This term the letter/spelling sounds are:

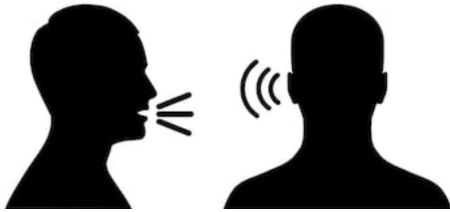
- 'o' and 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay', 'a\_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm' and 'mm' and 'mb' as in moon, hammer and thumb
- 'i\_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.

Spelling rules about making common words into plurals will also be explored, such as:

- most words add 's' to make plural
- add 'es' to words ending in 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural
- when the letter before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es'.

## Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.



The students will be:

- further developing their active listening skills
- listening and contributing to class conversations and discussions
- using oral language skills including a clear and coherent voice
- communicating and expressing ideas.

## LIBRARY

During weekly library lessons each Wednesday, the students will:

- explore a range of fiction and non-fiction books
- identify characteristics of fiction and non-fiction books
- revise library borrowing procedures, such as using the spine and shelf labels to locate and return books correctly.

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.



Bernadette Healy and Tilla Ricci

## SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.

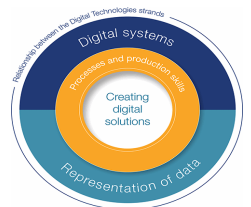


The topics that will be covered this term are:

- 'Moments of Gratitude' - recalling times when we have been grateful
- 'Gratitude Journal' - reflecting on grateful moments
- 'Identifying how others feel' - identifying emotions in others
- 'Responding to others' - developing strategies to help those in need
- 'Introduction to Mindfulness' - defining what mindfulness is, practising meditation as a mindfulness technique
- 'Physical responses to emotions' - recognising how our bodies feel when experiencing different emotions

## DIGITAL TECHNOLOGIES

The students will be continuing to develop their computational thinking skills - skills that are required to undertake 'coding'. There are four key parts to computational thinking: decomposition, pattern recognition, abstraction, and algorithms. *Decomposition* invites students to break down complex problems into smaller, simpler problems, e.g. organising a birthday party. *Pattern* recognition guides students to make connections between similar problems and experiences. *Abstraction* invites students to identify important information while ignoring unrelated or irrelevant details, by just focusing on the key facts. Lastly, students use *algorithms* when they design simple steps to solve problems.



This term, the students will:

- design a sequence of steps (algorithm) using words and symbols, for others to follow
- follow and describe sequences designed by others
- evaluate their own sequences and those of others, to determine if the outcomes were successful.

Tilla Ricci

## **VISUAL ARTS**

The students will:

- use a variety of recycled materials, from both natural and manufactured sources, to create artworks that relate to our Integrated Studies unit, 'Before Contact'
- compare and discuss the artworks of various cultures, including those by Australia's First Peoples
- create artworks using the visual arts elements used by many Indigenous Australian artists.



Karen Mahoney

## **STUDENT DIARIES AND HOME LEARNING**

The students are required to use their school diaries as an organisational tool. At the beginning of each week, the students will record key events for the coming week. The diary is also used to record the texts the students are reading. Each week the students are required to have their diary signed by a parent or guardian and submit their diary to their classroom teacher each Monday.

Home Learning includes:

- reading for at least 15 minutes and recording the title of the book in their school diary
- practising and learning spelling words based on a particular sound, e.g. short 'u' sound made by 'u' and 'o' as in umbrella and monkey
- revising number facts, e.g. near doubles.

## **ITALIAN**

Ben tornati! (Welcome back!)

The students will continue to revise and practise previously learned vocabulary and phrases, particularly in relation to greetings and introductory questions, e.g. 'Come stai?' (How are you?), 'Quanti anni hai?' (How old are you?) and 'Come ti chiami?' (What is your name?). The students will learn how to correctly answer these questions. Simple nouns will be revised or introduced.



A wide range of learning activities are utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.  
Signor John

## **SCIENCE**

The focus this term is on Earth and Space Sciences. The students will:

- compare changes in the sky during the day and at night
- explore how shadows caused by the sun change length over the day as the Earth rotates
- investigate how the rotation of the Earth causes day and night, and how the tilt of the Earth and its orbit around the Sun, causes seasons and years
- understand that humans measure time in days, seasons and years because of the movement of the Earth through space.



Janelle Baldwin

## **PERFORMING ARTS**

The students will continue to:

- use imagination and creativity to explore pitch, rhythm and form, dynamics and tempo using voice, movement and instruments
- listen to various styles of music and discuss similarities and differences
- play a C major scale and arpeggio on the glockenspiel and learn the note names
- learn new songs from around the world
- investigate the ukulele, string names, notes and chords, playing C and F chords
- explore percussion instruments and the rhythmic elements of music
- prepare songs and musical items for the 2021 concert.



Simon Lewis

## **PHYSICAL EDUCATION**

The students will:

- continue to learn about how their body responds to participating in physical activity and the importance of daily physical activity in their lives
- continue to participate in activities of different intensities, and understand how their body reacts by recognising and comparing their resting and active heart rates
- apply their locomotor skills such as *running* and *jogging* when completing cross country practice
- further practise and refine their fundamental movement skills through activities that require a combination of locomotor and object control skills to complete movements, through games such as soccer and Australian rules football
- continue to develop their collaborative skills, focusing on recognising fairness and inclusion in game situations.



Franka Zigic

## **REMINDERS**

Mondays & Fridays:

- Physical Education - sport uniform to be worn

Tuesdays:

- Performing Arts
- Italian

Thursdays:

- Science

Friday rotations:

- Digital Technologies
- Visual Arts - art smocks are required

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.

Tilla Ricci - 2/3R

Bernadette Healy and Karen Mahoney - 3/4HM



## Year 4 - 2021 Term 2 Overview

Welcome back to Term 2, a term which will be full of challenging, engaging and fun learning opportunities!

An important focus throughout this term, will be to continue developing the skills and attributes which will contribute to the students becoming successful lifelong learners. Through further developing a Growth Mindset and the Habits of Mind, the students will be encouraged to embrace challenges, welcome and provide feedback and to continue to be curious, creative and open-minded learners. This term, the focus will be on the following Habits of Mind: 'Thinking Flexibly', 'Applying past knowledge to new situations' and 'Taking responsible risks'. The '4 Cs of 21st century learning' - Critical thinking, Creativity, Collaboration and Communication - will continue to be embedded throughout all learning experiences.



### **RELIGION**

Daily prayer and regular meditation led by the students, are an integral part of our Religious Education program.

#### **To Love One Another**

The students will learn about how Jesus loved people. They will reflect upon how they can love others in their lives through Jesus' example.



The students will:

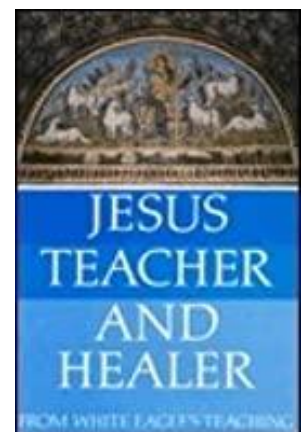
- explain Jesus' commandment to 'love one another as I have loved you'
- understand ways they can demonstrate this commandment in their relationship with others.

#### **Sharing My Life**

The students will learn about the friendships of Jesus through Scripture. They will explore their own capacity to give and receive friendship through the example of Jesus.

The students will:

- use Gospel stories to explain Jesus as a teacher and healer
- describe ways they can be patient and generous towards others.





## INTEGRATED TOPIC

### Before Contact (Humanities - History)

In this unit which focuses on Australia's First Peoples, the students will:

- recognise that there were many diverse language groups in Australia before European settlement
- create a timeline indicating the histories of Aboriginal and Torres Strait Islander Peoples in Australia
- investigate Aboriginal and Torres Strait Islander stories and artwork
- appreciate the importance of preserving historical indigenous sites
- explore the traditional way of life of Aboriginal and Torres Strait Islander People before first contact with European settlers.



## MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 4 students, *understanding* includes making connections between representations of numbers, and the ability to flexibly rename numbers; *fluency* includes ordering whole numbers from smallest to largest, and connecting number calculations with counting sequences; *problem solving* includes formulating and solving authentic problems using whole numbers and materials to model numbers; and *reasoning* includes investigating strategies to perform calculations efficiently.

Developing 'number sense' is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

### Number

#### Addition and Subtraction

Develop efficient mental and written strategies for addition and subtraction, including:

- counting forwards and backwards by tens and then ones
- investigating the jump strategy using a number line
- applying a split strategy by grouping place value parts. e.g hundreds, tens and ones
- practising formal algorithms for addition and subtraction.

#### Basic Subtraction Strategies:

SUBTRACTION STRATEGIES			
<b>Draw a Picture</b>  $9 - 3 = 6$	<b>Counting Up</b> $6 + \square = 9$	<b>Counting Back</b> $4 - 2 = 2$	
<b>Doubles</b> $9 - 3 = 6$	<b>Related Facts</b> $7 - 2 = 5$ $7 - 5 = 2$	<b>Number Line</b>  $4 - 2 = 2$	
<b>Tens Frames</b> $10 - 2 = ?$	<b>Part-Part-Whole</b>  $5 - 3 = 2$	<b>Use Counters</b>  $10 - 5 = 5$	

### Measurement and Geometry

3D Objects				
Name	Vertices	Faces	Edges	Image
cube	8	6	12	
rectangular prism	8	6	12	
square-based pyramid	5	5	8	
sphere	0	1	0	
cone	1	2	2	
cylinder	0	3	2	

#### 3D Objects

- describing and comparing features of 3D objects
- making 3D objects from nets
- comparing angles of shapes

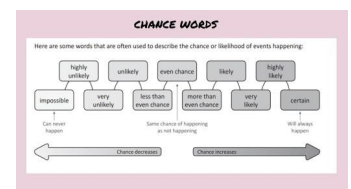
#### Length and Perimeter

- using scaled instruments such as rulers and measuring tapes, to measure and compare lengths
- calculating the perimeter of two-dimensional shapes.

### Statistics and Probability

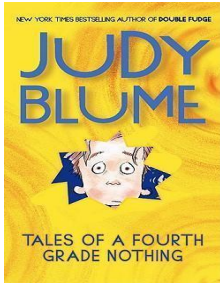
#### Chance

- Identifying and describing possible outcomes from chance experiments and everyday events
- recognising reasons for variations in results.



## ENGLISH

### Reading



The students have been listening to and enjoying the novel, 'Tales of a Fourth Grade Nothing', by Judy Blume. They will engage in a range of activities responding to the text, demonstrating their understanding of the text and expressing their thoughts and opinions about the plot, character development and the theme of the text.

The students will read a variety of fiction and non-fiction texts to develop decoding skills and fluency. The students' comprehension skills will be developed by identifying the literal and implied meanings of texts.

The following reading strategies will be developed:

- identifying the author's purpose
- recognising cause and effect
- finding word meanings in context.

### Writing

The focus this term is persuasive writing. The students will analyse various examples of persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own persuasive texts, employing their knowledge of what makes a strong persuasive text, such as use of emotive language and evidence to support their arguments. Students will be supported to reread and edit their texts for appropriate structure, grammatical choices and punctuation.



### Grammar and Punctuation

Each week the students will investigate an area of grammar or punctuation and then seek to include it in their own writing.

This term, the students will be exploring:

- pronouns
- verbs
- use of apostrophes
- present, past and future tense.

### Spelling

Each week there is a focus on a particular sound and the letters that represent that sound. There is also an emphasis on word meaning and vocabulary development, and using the words in context.

This term, the letter/spelling sounds are:

- 'o' and 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay', 'a\_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm' and 'mm' and 'mb' as in moon, hammer and thumb
- 'i\_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.

Spelling rules about how to make plurals will also be practised, such as:

- most words add 's' to make the plural
- add 'es' to words ending in 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural
- when the letter before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es'.

## Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.



The focus this term will be:

- continuing to develop their active listening skills
- interpreting ideas and information from spoken texts
- listening for key ideas, in order to use, share and extend their initial ideas and thinking
- communicating and expressing ideas.

## LIBRARY

During weekly library lessons each Wednesday, the students will:

- explore a range of fiction and non-fiction books
- identify characteristics of fiction and non-fiction books
- revise library borrowing procedures, such as using the spine and shelf labels to locate and return books correctly.

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.



Bernadette Healy and Tilla Ricci

## SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.



The topics that will be covered this term are:

- 'My Playground - Parts 1, 2 and 3' - understanding we may have many things to be grateful for
- 'Small Acts of Kindness' - understanding the impact of showing kindness
- 'Ordinary Mary' - showing a simple act of kindness
- 'Five Count Belly Breathing' - developing strengths to help us to meditate
- 'Yoga Mindfulness' - using yoga to practise being mindful.

## DIGITAL TECHNOLOGIES

The students will be continuing to develop their computational thinking skills - skills that are required to undertake 'coding'. There are four key parts to computational thinking: decomposition, pattern recognition, abstraction, and algorithms. *Decomposition* invites students to break down complex problems into smaller, simpler problems, e.g. organising a birthday party. *Pattern* recognition guides students to make connections between similar problems and experiences. *Abstraction* invites students to identify important information while ignoring unrelated or irrelevant details, by just focusing on the key facts. Lastly, students use *algorithms* when they design simple steps to solve problems.



This term, the students will:

- design a sequence of steps (algorithm) using words and symbols, for others to follow
- follow and describe sequences designed by others
- evaluate their own sequences and those of others, to determine if the outcomes were successful.

Tilla Ricci

## **VISUAL ARTS**

The students will:

- use a variety of recycled materials, from both natural and manufactured sources, to create artworks that relate to our Integrated Studies unit, 'Before Contact'
- compare and discuss the artworks of various cultures, including those by Australia's First Peoples
- create artworks using the visual arts elements used by many Indigenous Australian artists.



Karen Mahoney

## **STUDENT DIARIES AND HOME LEARNING**

The students are required to use their school diaries as an organisational tool. At the beginning of each week, the students will record key events for the coming week. The diary is also used to record the texts the students are reading. Each week the students are required to have their diary signed by a parent or guardian and submit their diary to their classroom teacher each Monday.

Home Learning includes:

- reading for at least 15 minutes and recording the title of the book in their school diary
- practising and learning spelling words based on a particular sound, e.g. short e sound, represented by 'e' and 'ea'
- revising number facts, e.g. doubles and halves.

## **ITALIAN**

Ben tornati! (Welcome back!)

This term, the students will continue to revise and practise previously learned vocabulary and phrases, particularly in relation to greetings and introductory questions, e.g. 'Come stai?' (How are you?), 'Quanti anni hai?' (How old are you?) and 'Come ti chiami?' (What is your name?). The students will also be learning about Italian words and phrases pertaining to *Weather*.



A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

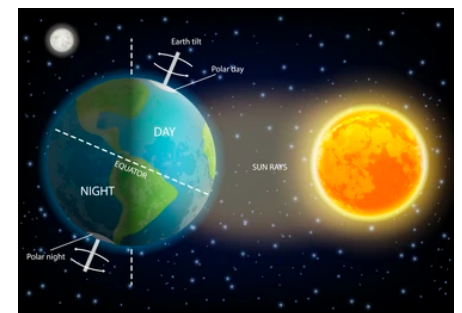
Signor John

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- explore how the rotation of the Earth causes day and night
- investigate how shadows caused by the sun change in length over the day as the Earth rotates
- investigate how the tilt of the Earth and its orbit around the Sun, cause seasons and years
- understand that humans measure time in days, seasons and years because of the movement of the Earth through space.



Janelle Baldwin



## **PERFORMING ARTS**

The students will continue to:

- use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments
- listen to various styles of music and discuss similarities and differences, and communicate ideas and intentions in performance and composition
- play a C major scale and explore chords in the key of C on the glockenspiel
- explore formal music notation
- explore playing songs on the ukulele, identifying string names, notes and chords of C, A minor and F
- explore percussion instruments and the rhythmic elements of music
- sing songs using the elements of music to shape and enhance performance as they prepare songs and musical items for the 2021 concert.



Simon Lewis

## **PHYSICAL EDUCATION**

The students will:

- continue to learn about how their body responds to participating in physical activity and the importance of daily physical activity in their lives
- continue to participate in activities of different intensities, and understand how their body reacts by recognising and comparing their resting and active heart rates
- further develop their locomotor skills such as *running* and *jogging*, when completing cross country practice
- apply a combination of their locomotor and object control skills whilst learning and participating in major games such as soccer and Australian rules football
- continue to develop their collaborative and interpersonal skills, through suggesting modifications to physical activities, to ensure that everyone is included, e.g. *changing equipment, changing rules, changing playing space*.



Franka Zigic

## **REMINDERS**

Mondays & Fridays:

- Physical Education - sport uniform to be worn

Tuesdays:

- Performing Arts
- Italian

Thursdays:

- Science

Friday rotations:

- Digital Technologies
- Visual Arts - art smocks are required

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.

Bernadette Healy and Karen Mahoney