



Dear Parents,

This Term Overview provides you with a brief outline of the curriculum the students will be focussing on this term in classroom programs. Other key information and important dates are also included.

### INQUIRY : EXPLORATION AND FIRST CONTACT

Big Idea: There are different perspectives about European settlement in Australia

Key Understandings: -The nature of contact between people has an effect on the interactions between communities

-The journeys of early European navigators tell where they came from and where they went

-Stories from the First Fleet tell us about their experiences

In this unit, students explore questions such as:

- Who were the first European people to come to Australia's shores and where did they come from?
- Why did the great journeys of exploration occur? What was life like for indigenous Australians before and after European settlement?

Through investigations into Australia's early history, students will create a historical narrative that expresses the experiences of people who came to Australia before the 1860's.

### LITERACY

#### Reading

Our students are focusing on reading a wide range of fiction and non-fiction texts including poetry.

Throughout the term reading rotation will expose students to information texts that link into our inquiry topic. These texts expose our students to information about Australia before and post colonization. As readers we use a range of skills to help us make a connection to the text. Thoughtful readers visualise and are able to:

- Create mental images before, during and after reading.
- Create mental images using all five senses and their emotions.
- Understand how creating images enhances comprehension
- Adapt their images as they continue to read

Children enjoy poetry as it stimulates the reader's imagination through the use of figurative language. Through the use of poetry children can make connections to indigenous people and how their dreamtime stories enable us to understand who they are. Understanding poetry helps us to compare and contrast different aspects of life, thoughts and ideas. Through reading and discussion students understand concepts and basic terms in poems (rhyme; rhythm; lines; syllables; verse; stanza). As they become familiar with the various forms of poetry they can listen to and contribute to discussions, share information, understandings and ideas.

#### Writing

Every poem tells a story. Poetry is a unique way of expressing emotions, feelings, and sensory information. Students will understand how the use of visualizing techniques, rhythm, rhyme, descriptive language and metaphors enable the writer to create visual images in the minds of the reader and listener. **They** will focus on writing different forms of poetry. Students will focus on reading a wide range of poetry examples and discussing the visual imagery they evoke. They will learn how to plan, structure and edit their own poetry. Students will also focus on a series of **spelling and grammar rules** which will be reinforced through group games and dictation. Writing will include transactional writing which includes letter writing, emails, messaging and other forms of communication that people use to communicate with one another.

## Speaking & Listening

Students will be encouraged to share their poetry with their peers. They will continue to listen and contribute to discussions, sharing information/ideas and respecting others' views. They will be encouraged to speak before the class in a clear, confident manner with appropriate tone, pace, pitch and volume. This will be supported through Reader's Theatre sessions and inquiry, for example by explaining what their group discovered during their science experiment.

## NUMERACY

### Number

Multiplication and division are inverses or the opposites of each other as are addition and subtraction. Understanding multiplication and division will support students understanding of how different factors can be used to show the same result. This term students will consider problem solving with these different types of multiplication and division:

- Communicative :  $8 \times 5 = 5 \times 8$  - changing the order of factors
- Distributive:  $4 \times 23 = 4 \times 20 + 4 \times 3$  - splitting factors
- Associative:  $12 \times 25 = 3 \times (4 \times 25)$  - doubling and halving, thirding and trebling.
- Inverse:  $42 \div 3 = \square \times 3 = 42$  - reversing

Students will be shown that numbers can be regrouped flexibly in many ways; for example, depending on what suits the purpose. There may be several different pathways towards a solution, and a variety of whole-class and group games will serve to reinforce this. To support students with their learning they will be able to bring home a maths bag that is full of interesting games and activities that enables them to revise what they are learning through play. Play these game with your children and enjoy the activities.

### Measurement: Length, volume, area, mass and capacity

The measurement component of the Numeracy program this term will consist of a focus on length, area, mass, capacity and volume. Students will measure, order and compare objects using familiar metric units of length, mass and capacity. They will also use scaled instruments to measure volume, length and capacity. They will have an opportunity to compare regular and irregular shapes using formal and informal units of measurement.

## OTHER

**25 July** – Arts Week

**2 – 3 August** – School camp of grades 3 and 4

**16 August** – Parent Maths evening

**25 August** – Curriculum Day

**27 August** – Trivia Night

**16 September** – End of Term

**Student Diaries** – Parents please check and sign your child's Student Diary daily.