

3/4 Team – Term 2

Dear families,

Welcome to term 2. We are looking forward to working with you learning from home. As teachers we have been working hard to plan learning and will work with you across the term.

Timetable for return to face to face learning:

Week 1-4	Year 3/4 Students learning remotely Registered students at Safe and Supervised Sites
Week 5	Year 3/4 Students face to face learning back at school Vulnerable students and families core learning remotely

Vulnerable students and families who are not yet returning to school from week 5

Please let your class teacher know so they can support you to access core learning online.

Learning Overview for Year 3/4

Please find below the Term 2 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child’s learning experiences. Our key word this term is ‘Impact’.

Learning Area	Focus	Australian Curriculum Achievement Standards
Inquiry (Physical Sciences)	<p><i>Heat can be produced in many ways and can move from one object to another (Year 3)</i></p> <p><i>Forces can be exerted by one object on another through direct contact or from a distance (Year 4)</i></p>	<p>Year 3</p> <ul style="list-style-type: none"> Students use personal understanding of the behaviour of heat to suggest explanations for everyday observations Students use science investigations to identify questions and make predictions <p>Year 4</p> <ul style="list-style-type: none"> Students describe how contact and non-contact forces affect interactions between objects Students identify when science is used to understand the effect of personal actions Students suggest reasons why a test was fair or not
English	<p>Comparing & Contrasting Predicting Making Connections Skimming & Scanning Synthesising</p> <p>Writing to instruct</p>	<p>Year 3</p> <ul style="list-style-type: none"> Students read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information Students use phonics and word knowledge to fluently read more complex words Students include writing and images in texts, to express and develop in some detail, experiences, events and information Students use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately <p>Year 4</p> <ul style="list-style-type: none"> Students explain how language features, images and vocabulary are used to engage the interest of audiences Students fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words

		<ul style="list-style-type: none"> Students create texts that show understanding of how images and detail can be used to extend key ideas Students demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing work to improve meaning
Mathematics	Mental Computation Area Addition Subtraction Multiplication Data Measurement – length & temperature	Year 3 <ul style="list-style-type: none"> Students recognise the connection between addition and subtraction and solves problems using efficient strategies for multiplication Students recall addition and multiplication facts for single-digit numbers Students classify numbers as either odd or even Students continue number patterns involving addition and subtraction Students use metric units for length Students conduct simple data investigations for categorical variables Year 4 <ul style="list-style-type: none"> Students choose appropriate strategies for calculations involving multiplication Students describe number patterns resulting from multiplication Students compare areas of regular and irregular shapes using informal units Students use the properties of odd and even numbers Students recall multiplication facts to 10 x 10 Students use scaled instruments to measure temperatures, lengths, shapes and objects
Physical Education and Health	Being healthy, safe & active Understanding emotions Fundamental Movement Skills	Years 3 & 4 <ul style="list-style-type: none"> Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations Students describe connections to community and identify local resources to support health, wellbeing, safety and physical activity Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active Students refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges Students apply strategies for working cooperatively and apply rules fairly Students create and perform movement sequences using fundamental movement skills and the elements of movement
The Arts- (Visual Art and Music)	Environmental artworks (Musical and Visual) using the 5 senses	Years 3 & 4 <ul style="list-style-type: none"> Students practise singing and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces Students create, perform and record compositions by selecting and organising sounds and silence, tempo, dynamics and texture Students use materials, techniques and processes to explore visual conventions when making artworks (including elements such as; line, texture, colour, pattern, space, design and mood) Students identify intended purpose and meaning of artworks/music using the elements and principles of Art to make comparisons (including music/artworks of Aboriginal and Torres Strait Islander Peoples)
Indonesian	Language, Culture and Geography	Years 3 & 4 <ul style="list-style-type: none"> Students obtain and share information from peers and texts related to family, home, routines and interests

		<ul style="list-style-type: none"> • Students listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events • Students translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning • Students develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world
Technologies	CyberSafety and Online Protocols	Years 3 & 4 <ul style="list-style-type: none"> • Students describe features of technologies that influence design decisions and how a range of digital systems can be used • Students use agreed protocols to collaborate, create and communicate ideas, information and solutions face-to-face and online • Students outline and define needs, opportunities or problems

*Please note that your class teacher will personalise learning for your child as required.

Look after well-being first

Remember that as families and as parents and carers of our Turner children, you are best placed to know where your child and family is regarding what you can manage emotionally and practically. We encourage you to take care of your own and your child's wellbeing and health first- then learning will follow.

Think about daily routines

Every family is different, and this means the time you spend learning from home will vary in each house while we are learning remotely. Some families may manage an hour of formal online learning a day and other children and families will manage more. Learning from Home is not about turning home into school or parents into schoolteachers. Our teachers will support you.

Transitioning back across the term

Learning from home and transitioning back to school will involve a different kind of connection that we would experience when our students come into school each day. Kindness, understanding and realistic expectations will be key in us working together for each child. Your child's teacher will be your first connection point. We are all connected in wanting the best for your child's education.

Collective responsibility for a healthy community

As we return to school, we would ask that you follow recommendations by the Chief Health Officer in helping us to maintain social distancing and hygiene procedures.

- Please do not send your child to school if they are unwell
- Please encourage and practice hand washing and sanitising procedures with your child/ren
- The school is working hard to put in place rigorous cleaning and hygiene practices.
- As adults, please adhere the following guidelines:
 - Where possible, please drop your child off without entering school buildings (note, this may be different for students in small group, please talk with your child's teacher)
 - If you need to talk to the class teacher this can be done via email, phone or arranged google meet
 - If you are on school grounds please, maintain a 1.5m distance between adults and use the available hand sanitising stations
 - **Any Year 3/4 students who are meeting families after school will exit classrooms into the quad for pick-up outside rather than in corridors.**

The school will continue to keep you informed if any changes around guidelines arise.

Regards,
The 3/4 Team