



Religion

'Lent and Easter - Journey of Hope'

During the first weeks of the term, students create a prayer place incorporating symbols, objects, texts and prayers that will help begin their journey from Lent to Easter. Students explore the seasons of Lent and Easter as a journey of Christian hope. They learn about the symbols, colours, texts and events of these seasons and what they mean. Throughout the Lenten journey, students are supported to take on acts of service and hope. They examine the events of Holy Week and Easter, with a particular focus on the actions and responses of the characters throughout these events. The children will also have an opportunity to look at Scripture stories of the Gospels and reflect on what Jesus teaches through these stories.



English

Reading

During guided reading sessions, we will be focusing on taking time to think about what is being read, using fiction and non-fiction texts. The students will be encouraged to ask questions about texts and to make connections. Students will continue to develop their skills in 'Reading to Self', 'Listening to Reading', 'Reading to Someone', 'Word Work' and 'Working on Writing' which encourages sustained, independent reading. Skills in choosing 'Good Fit Books' and using individual book boxes will also continue to be developed.



Writing

This term, we will be focusing on the structure of both Narrative and Persuasive texts in preparation for NAPLAN assessment in Term Two. We will be particularly targeting paragraphing and emotive language.

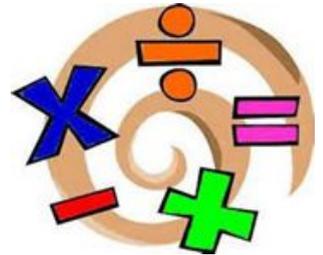
Speaking and Listening

Following on from using persuasive texts, we will also be looking at how oral language is used to persuade, through the use of emotive vocabulary and phrases.

Mathematics

Number and Algebra

The main maths emphasis during this first term will be on 'understanding numbers'. The students will have an experience with number patterns, understanding the concept of place value and developing addition and subtraction strategies.



Statistics, Probability and Data Representation

Students will have the opportunity to explore possible outcomes in simple chance situations and experiments. They will collect data and compare likelihood of events and develop the understanding that not all outcomes have a fair chance of happening. By being exposed to data represented in a variety of ways they will make conclusions based on summarising the results.

Inquiry

Students in Years Three and Four will learn about a variety of topics that focus on respect, safety, health and community within our classrooms and school community.

- Students will revise what Restorative Practices are. They will come up with a common understanding of specific values pertinent to their own classroom.
- Students will define and discuss cyber safety- Why do we have to stay safe online? What is the importance of protecting your private details online? Who do you go to when things go wrong online?
- Students will reflect on the importance of healthy eating and participation in physical activity for their physical, social and emotional health.
- Students will establish their own specific classroom and school rules. Why do we make rules? How rules are made and why they are important in the school community.
- Students will explore the different ways people learn and look at their own learning style. They will do activities to realise the strengths in their own learning.



Students will also be introduced to the topic of Government and Democracy. We will explore the purpose of our local government and the services it provides to the community. Students will learn about decision making within communities, and consider why rules and laws are created.

Performing Arts - *Maria Buttifant*

Year Three students will explore the following learning intentions through the use of the stories and songs. They will look at different music genres and performers through the ages who have shaped music as we know it.

Students will:

- Use voice, body and movement to explore music and dance in different settings.
- Use their body to interpret different characters.
- Respond to performances and express what they enjoyed and why.



Visual Arts - *Luisa Vivarelli*

The Year Three students will focus on:

- Drawing, painting and creating collages.

They will:

- Explore lines, shapes and patterns and the Japanese Art of Notan paper cutting.
- Create a mask for Carnevale.
- Create artworks inspired by the 'Year of the pig'.
- View and discuss the artwork of Matisse and use his Art as inspiration for their Collage.
- They will begin to discuss how ideas are expressed in artworks.



Italian - *Anna Bregu*

Carnevale is an ancient festival, one of the oldest and most celebrated in Europe. It is a very important celebration in Italian Culture, based in historical literature and religious significance. Carnevale is celebrated at the end of February, ending on Shrove Tuesday and is followed by Lent. Students will be introduced to this cultural celebration and the way it is celebrated in Italy. They will be introduced to particular celebrations in different cities, some famous Carnevale characters from Literature, and vocabulary associated with this topic. Part of this unit will be a whole school celebration of Carnevale Day, incorporating many festivities throughout the day, such as a Carnevale incursion, a parade of masks and dress up costumes and an Italian lunch. This topic will also be a vehicle for revising colours, numbers and months. Students will learn some points of grammar, such as singular and plural indefinite articles, noun and adjective agreement and some verb infinitives. As well as being introduced to this cultural event, they will also make observations about similarities and differences in the cultural practices of Italians and Australians which will help them to understand that they have their own language(s) and culture(s), and that they are also learners of Italian and Italian Culture.