

YEAR 3/4S and 4MIP1 OVERVIEW FOR TERM 2 2019



Student Code of Conduct
I Keep Safe
I Cooperate
Accept
I Respect
I am Friendly

Teachers
Duncan Lawler
Fiona Stevenson
Bright Lai
Monica Marsham (Library)
Chad Birks (LOTE)
Kathryn Glanville (EC)

- Housekeeping*
- *All students wear a hat when outdoors*
 - *Absences require a note to the teacher*
 - *Fruit break is at 10am*
 - *Only water bottles during class time*
 - *Mawson is a nut free school.*

Environmental Studies – Friday

Library– Friday

LOTE – 3/4 S Monday 2-3pm

Term 2 Dates:

NAPLAN: 14th to 16th May
Week 3
Cross country: May 7th Week 2
Rostrum School Final: May 24th Week 4
Parent – teacher interviews week 10 1- 5 July

ENGLISH

Students will participate in a balanced literacy program and will be engaged in a range of activities according to their instructional level. All learning experiences align with the Australian Curriculum.

Writing	<ul style="list-style-type: none"> ▪ Information report and persuasive text-types. ▪ Simple and compound/complex sentences. ▪ Improving our sentences using noun, adjective and verb groupings. ▪ Moving from print to cursive handwriting – tricky joins. ▪ Proofreading and editing skills – using success criteria as a guide. ▪ Point of view.
Reading & Viewing	<ul style="list-style-type: none"> ▪ Forming guided and cooperative reading groups and reviewing reading and decoding strategies. ▪ Modelled, shared and independent reading. ▪ Applying a variety of reading strategies. independently including fluency, scanning, summarizing and paraphrasing. ▪ Applying literal, inferential and critical comprehension and questioning. ▪ Interpreting and giving an opinion of a literary text.
Speaking & Listening	<ul style="list-style-type: none"> ▪ Explanations and evidence for a point of view. ▪ Develop and explain a viewpoint about a text. ▪ Contribute actively to class discussions. ▪ Preparing and delivering a speech for the Rostrum Public Speaking Competition- whole class with winner competing against students from years 3 to 6.
Spelling	<ul style="list-style-type: none"> ▪ Applying a variety of spelling strategies, including sound (hearing and recording sounds), visual (letter patterns), meaning (structure/meaning units), connecting (analogies) and checking (proofreading; finding correct spellings) ▪ Individualised spelling lists ▪ Daily learning and practising of words
Grammar	<ul style="list-style-type: none"> ▪ Language conventions and punctuation. ▪ Nouns, adjectives and verb.

THE ARTS

The Arts program incorporates visual art, music, dance and drama. This term the students' artwork will be closely linked to our inquiry units.

PE and HEALTH

This term we will be focussing on kicking, ball bouncing, vertical jumping, forehand strike and distance running. Students will continue to explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities.

Restorative Practice supports students to learn from their mistakes and reconcile and resolve problems with others.

Questioning protocol

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you did?

In what way?

What needs to happen to make things right?

MATHEMATICS

The classes will be focusing on the outlined areas. Each week, students will also be working on problems solving strategies.

Statistics and Probability	<ul style="list-style-type: none"> ▪ Using surveys. ▪ Organising data. ▪ Reading picture, bar and pie graphs. ▪ Making a graph. ▪ Understanding Venn diagrams. ▪ Using reasoning to draw conclusions.
Multiplication	<ul style="list-style-type: none"> ▪ Representing and writing multiplication. ▪ Using arrays and number patterns to show multiplication. ▪ Solving multiplication problems. ▪ Using mental maths to multiply. ▪ Recording multiplication in different ways. ▪ Multiplying 2-digit by 1-digit numbers. ▪ Multiplying by multiples of 10 and 100.
Length, capacity and mass	<ul style="list-style-type: none"> ▪ Estimating and measuring with formal units using centimetres, metres and kilometres. ▪ Understanding and finding perimeter. ▪ Identifying different shapes with the same perimeter. ▪ Understanding, estimating and measuring area.
Measurement and Geometry	<ul style="list-style-type: none"> ▪ Identifying 3D objects and their attributes. ▪ Relating 2D and 3D shapes. ▪ Identifying 2D shapes in other objects.

INQUIRY UNIT

This term the students will complete two inquiry units the first with a Technology focus and the second with a Geography focus.

Technology Unit -Tools of the Trade

In this unit of work students will be:

- exploring the different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities.
- critiquing and selecting appropriate joining techniques for materials to produce working models.
- exploring and testing a range of materials under different conditions for suitability including sustainability considerations and identifying appropriate tools, equipment and technique.
- selecting and using materials, tools, equipment and techniques and use safe work practices to make designed solutions.
- evaluating design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment.
- planning a sequence of production steps when making designed solutions individually and collaboratively.

Geography Unit- This unit will provide opportunities for students to develop their understanding of place, as we expand our map of the world and explore South America and Africa comparing these continents with Australia.

MANDARIN LOTE

This term in Mandarin students will continue building their general vocabulary. They will also explore the features of the Chinese writing system, including the range of strokes and their sequences in character writing, and the different components of characters.

MIP PROGRAM

Our focus in Term 2 will be the students' ability to ask questions or express needs in Mandarin. In the first two weeks, we will revise these common verb characters and phrases that are often utilised when used in questions or wanting something.

In Mandarin literacy, students will write information reports to increase their vocabulary of various materials. They will be supported to rely less on the Pinyin system to assist with their recognition of Mandarin characters.

In Maths, we focus on the use of the Mandarin language in areas of measurement, multiplication and division. Additionally, student's development and understanding of Mandarin culture will continue in the classroom.