

# Kurunjang Primary School

~Learning Together~

## Year 3/4 Remote Learning Newsletter, Term 3 2020

Dear Parents/Guardians,

Welcome back to school for Term 3! We hope that your child has settled back into remote learning on Seesaw! We hope they are enjoying the activities and tasks. If you have any questions regarding online learning or how to use the Seesaw platform please email your child's classroom teacher for assistance.

Teachers will be checking in with students through the Seesaw platform and through fortnightly contact. Please keep in mind, all teachers are calling from home. If you see a private number calling please answer! It is going to be us calling and checking in.

### Reading

In week 4 students have used clues and their background knowledge to infer meaning in fictional texts. They will *demonstrate their understanding using evidence from the text*.

In week 5 students have used clues and their background knowledge to infer meaning in nonfiction texts. They will *demonstrate their understanding using evidence from the text*.

In week 6 students will *identify, interpret and discuss how figurative language adds meaning, enjoyment or understanding to a text*.

In week 7 students will continue to *identify, interpret and discuss how figurative language adds meaning, enjoyment or understanding to a text*.

In week 8 students will bring knowledge from personal experiences to interpret characters and events.

In week 9 students will continue to bring knowledge from personal experiences to interpret characters and events.

In week 10 students will develop strategies to become more fluent readers. They will demonstrate this by using appropriate stress on words, pausing, expression and use of punctuation.

### Writing

In week 4, students have been providing details to bring meaning to their writing. They have been writing clues to convey information for their readers to infer in fiction texts.

In week 5, students will continue to provide details to bring meaning to their writing. They will write clues to convey information for their readers to infer in non-fiction texts.

In week 6, students will learn to use rich, powerful, and precise language. They will use figurative language to deepen meaning and engage the reader in their writing.

In week 7, students will continue to learn to use rich, powerful, and precise language. They will use figurative language to deepen meaning and engage the reader in their writing.

In week 8, students will learn to organise their writing for different purposes. They will explore how a writer sorts and connects their ideas to enhance meaning.

In week 9 students will continue to learn to organise their writing for different purposes. They will experiment with using sequencing words and phrases to guide the reader.

In week 10, students will learn how to present their work by combining both visual and textual elements. They will engage the reader using graphics, neatness and with a balance of white space.

## **Maths**

In week 4, students are exploring calendars, analogue and digital time, time duration and elapsed time. They will apply their knowledge to create a daily schedule, calculating and comparing duration and elapsed time of everyday tasks.

In week 5, students will carry out data investigations around their home. They will collect, record and create different types of data displays. They will interpret and compare information from a range of data displays.

In week 6, students will solve addition problems using a range of efficient written and mental strategies, through games and hands on activities.

In week 7, students will investigate geometry in their home environment. They will identify symmetry in shapes and create composite shapes and patterns around them.

In week 8, students will solve subtraction problems using a range of efficient written and mental strategies, through games and hands on activities. They will recognise the connection between addition and subtraction.

In week 9, students will solve multiplication problems using a range of efficient written and mental strategies, through games and hands on activities. They will focus on developing their automatic recall of multiplication facts to 10 x 10.

In week 10, students will solve division problems using a range of efficient written and mental strategies, through games and hands on activities. They will recognise the connection between multiplication and division.

## **Inquiry**

In week 5, students will be learning that everybody is different and that it is important to have coping strategies to recognise and respect different perspectives.

In week 6, students will be exploring cooking at home as a way of encouraging wellness and spending quality time with their families. Students are encouraged to research, cook and submit a recipe to contribute to our 3/4 cookbook.

In week 7, students will recognise different emotions and how they impact their learning. They will develop self-awareness and identify when they need to use self- calming coping strategies.

In week 8, students will be exploring poetry at home as a way of encouraging wellness, creativity and emotional expression. Students are supported to create their own poem to contribute to the 3/4 Poetry Book.

In week 9, students will be learning how to work cooperatively in different situations. They will explore self-control and how to cope with challenges.

In week 10, students will reflect on the strategies used throughout the term. Students will identify something that works, something that did not work and something they will try in the future.

## **STEM**

In STEM students are learning about biological sciences and living things.

Over the next few weeks students will explore endangered animals in Australia. They will identify living and non-living things, explore the life cycles of living things and identify the living and non-living features of a habitat and the interdependence within habitats.

Students will select an endangered animal as their focus for a conservation bubble. They will investigate the lifecycle, habitat and behaviours of their focus animal to define the key features of a successful conservation bubble.

Students select a two dimensional map or three dimensional model for their conservation bubble and to showcase their learning.

## **PE**

For Flexible and Remote Learning in Term 3, grade 3/4 students will participate in a variety of weekly fitness circuits that include physical exercises to improve physical fitness.

In week 4, students will continue with their cricket unit, focusing on fielding skills which includes catching with two hands and overarm throw. They will continue with their cricket unit into week 5 where they will focus on their batting skills and learning all the different cricket shots. In week 6, students will revise all the cricket skills they have learnt and practised in the cricket unit (bowling, catching, overarm throw and batting) by participating in a Tabloid Cricket Challenge.

Week 7 will see the start of our basketball unit focusing on dribbling the ball with one hand, with control. In week 8, students will revise dribbling the basketball with one hand and begin working on their shooting technique. Week 9 will involve students revising their shooting technique and practice their defending skills.

In week 10, we will be participating in the celebration of learning week. We will have a football theme focusing on a variety of football skills from AFL, rugby and soccer.

## **Visual Art**

Visual Arts, Term 3 - Flexible and Remote Learning - Year 3 and 4	Materials
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<p>During weeks 4 to 10 of Term 3, students in years 3 and 4 will be developing their skills in drawing and construction.</p> <p>In week 4, students will explore the concept of here, near and far, to draw a landscape picture showing distance and depth.</p> <p>In week 5, students will explore the concept of shadows as a starting point for art making.</p> <p>In week 6, students will begin a two part lesson. This week they will investigate collective images of transport vehicles to identify their shapes, features and purpose. They will use their drawing skills to interpret their understanding of the vehicles aesthetic and purpose.</p> <p>In week 7, students will create a background for the vehicle created in the previous lesson, employing drawing and collage skills to reflect an appropriate landscape for their vehicle.</p> <p>In week 8, students will be inspired by a story book character to create a series of drawings exploring line and colour.</p> <p>In week 9, students will make a milk container model of a story book character based on the drawings from the previous lesson.</p> <p>In week 10 students will respond to the story book: <i>Where the Wild Things Are</i> by Maurice Sendak to create a 'wild' mask, utilizing a range of construction techniques.</p>	<p>White drawing paper</p> <p>Grey lead pencil</p> <p>Coloured pencils</p> <p>Markers</p> <p>Crayons</p> <p>Water colours</p> <p>Selection of recycled or scrap paper: coloured paper, tissue paper, cardboard</p> <p>2L or 3L milk or juice container</p> <p>Fabric scraps</p> <p>PVA glue and or glue stick</p> <p>Kitchen foil</p> <p>Miscellaneous decorative objects: feathers, buttons etc</p>
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## Performing Arts

### 3-6 Drama

During weeks 4 to 7 of Term 3, students in years 3 to 6 will use voice, body movement and language to create dramatic pieces in a variety of settings, both realistic and imaginary. They will apply story structures in their plays including roles and events to create dramatic tension.

In week 4, students will complete their soundscape which they begun in week 2. Students will create, arrange and record sounds of their chosen theme or environment. They will select or draw a picture of their theme or environment and video their soundscape with the picture as the visual representation.

In week 5, students will create a commercial for a product. Students will be required to watch TV and take notice of the commercials advertising products. Key questions for their consideration are: how are they trying to sell the product? Is there a song, jingle or slogan they use to make people remember the product? What are they saying to convince you that the product is good and you need to buy it? Students then choose a product from

home. This can be anything from food, to shampoo, to a pair of socks or toy. They create a commercial for the product and include a jingle or slogan to go with it.

During week 6, students will create a short play based on food. Students will watch the 'Poisoned Pizza' video. In the video, The Listies created a short play based on a pizza – a poisoned pizza! Students will then choose their own food to base their own short play on. When they have invented their story, they think about how to act out the scene and record the play.

In weeks 7 and 8, students will create a news report. Students will pretend to be a news reporter and deliver a report for the nightly news. Students start by selecting a topic and writing the report. This learning task will be completed in week 8 and students will video themselves and upload it onto See Saw.

In weeks 9 and 10, students will make puppets and create a puppet play. Students will make puppets of family members. They can make paper plate / paper bag / sock / drawn pictures stuck on icy pole sticks or pencils / or finger puppets. Students will write a play about their family. In week 10, students will present their puppet play and video it.