



3/4 Team Newsletter

Term Three 2021

DATES TO REMEMBER

DATE	ACTIVITY
Monday 12 th July – Friday 16 th July	NAIDOC Week whole school activities
Every Monday weather permitting	Grade 3/4 Sport continues
Friday 23 rd July	Excursion to Healesville Sanctuary – 3/4R and 3/4J. Depart 8.15am
Wednesday 28 th July	Excursion to Healesville Sanctuary – 3/4A and 3/4S. Depart 8.15am
Thursday 29 th July	Excursion to Healesville Sanctuary – 3/4M and 3/4K. Depart 8.15am
Monday 16 th August	National Science Week
Monday 23 rd August	Book Week – Dress up day on Thursday 26 th
Wednesday 25 th August	Grade 3 – 6 Athletics
Wednesday 1 st – Friday 3 rd September	Grade Four Camp – Mt Evelyn
Friday 10 th September	R U OK? Day
Friday 17 th September	Last day of term three – Curriculum Day – Pupil free day

Welcome to Term Three

Hello to all grade 3/4 parents and carers. We hope everyone was able to take time to relax and enjoy the holiday break. We all look forward to a busy, happy and creative experience for our students in term three.

We ended last term and our Inquiry topic with all students planning and constructing their own ships. They had to apply their knowledge and understanding of the experience of those aboard the First Fleet, when making these ships. As you can see below, they were unique. The students really enjoyed this learning and were able to use their imaginative and cooperative skills in completing this task.



NAIDOC Week 2021



The whole school learnt about NAIDOC week and celebrated with various activities during our first week back. We had a display of our work in the small hall for all students to see. On our first assembly back, we had presentations from selected students across all year levels, to reinforce that we, as a whole community, can celebrate this important week together.

Excursion to Healesville Sanctuary - **POSTPONED**



We are really excited for our upcoming excursion to Healesville Sanctuary. The students will learn about the critically endangered Leadbeater's Possum via a STEM workshop. Students will learn:

- The features and basic needs of Australian animals
- How scientists use STEM to help animals survive in the wild
- STEM skills such as scientific observation and engineering
- Creative thinking and problem-solving skills.

Students also will receive a presentation called – Spirits of the Sky, which focuses on airborne creatures.

Departure is 8.15am sharp. Please bring your child to school at 8am, so we can all leave on time. Check Compass for updated dates and the specific day your child attends.

Grade Four Camp – Mt Evelyn



This year's camp at Mt Evelyn is being held at the beginning of September. Students attending will depart on Wednesday 1st September and return on Friday 3rd September. Teachers have been busy preparing activity, cabin and duty groups, as well as making other arrangements.

If you have any concerns or questions about your child attending, please discuss this with your child's teacher.

The grade three students (and grade four students not attending camp) will participate in regular school activities whilst the Grade four students are on camp, although the times/days of some specialist programs may alter. Each grade at school will be combined with another 3/4 Grade for the duration of the camp. Staffing for the camp is currently being finalised.

Term Three English



Reading

Students will continue to learn and practise a range of reading strategies and skills to support their learning. The students will do this by exploring a variety of reading materials including guided reading books, posters, diagrams, newspaper articles, electronic media and will complete tasks independently and/or cooperatively. Some areas that we will continue to focus on include exploring vocabulary, reorganising information and making inferences. Students will continue to participate in small group reading activities during reading sessions and be involved in either guided reading or reciprocal reading. Students will continue to read independently to put new knowledge and strategies into practice and set learning goals.

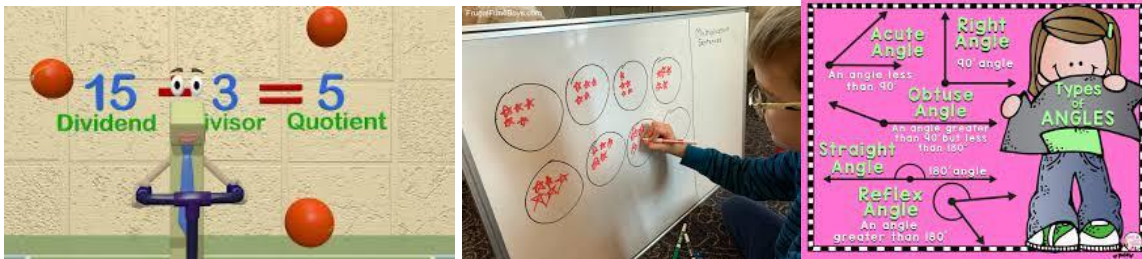
Writing

This term students will explore poetry, narrative/fractured fairy tales and will be introduced to explanation texts using the writing process of Planning, Composing, Recording, Revising, Editing, Publishing and Conferencing. Students will continue to take part in formal grammar and spelling sessions to build their knowledge and understanding of how to use the English language to communicate effectively. Our students will continue to build word knowledge from our Structured Word Inquiry.

Speaking and Listening

Speaking and listening are necessary for effective communication. Students will have the opportunity to explore and practise important skills which include the ability to share and clarify their ideas depending on the context and purpose, e.g., entertaining, informing and/or influencing others. They will also explore and develop the spoken language features such as pace, pitch and pronunciation to enhance meaning. Students will do this through class discussions, oral presentations and a variety of other class, unit and whole school activities.

Term Three Mathematics



Multiplication and Division

During term three in Mathematics mental computation strategies will be used to assist calculations and solve problems involving multiplication and later division. Students will further develop multiplication concepts. Work is based on understanding the concept and developing arrays (placing items formally in rows and columns). Once basic addition and subtraction facts to 20 are automatic, then multiplication fact tables can be learnt in strategies. Only after multiplication facts are learnt can random facts be given to increase speed. Various strategies will be taught to assist students to learn their multiplication facts. **Revision at home is essential.** Knowing multiplication facts allows students to work with more complex multiplicative thinking concepts in class. It is vital multiplication facts are learnt as future division and fraction work extend from this knowledge.

Students are **strongly encouraged** to have **automatic facts to 100 in multiplication and later division (10 X 10 facts are expected by the end of Grade 4)**. This “frees” up the working memory of the students and allows them to focus on more complicated thinking of renaming and recording algorithms.

Parents can support this process of learning number facts in multiplication strategies. Once multiplication facts are learnt then children’s speed of recall can be developed within the strategy learnt, such as 4 X strategy and then by revising all the number facts currently learnt. Revision sheets are located at the bottom of the 34 stairwell or by using “google” to print out some revision sheets.

Below are some examples of the mathematical thinking and language that your child will be exposed to at school. The facts are taught in the order below with links made between strategies, such as 2, 4 and 8 facts are all based on doubles.

Example	Strategy	Mathematical Thinking
10×4	Groups of ten	I know 4 tens is 40 (place value/ concept)
2×4	Doubles	I know 2 groups is doubling, 2 fours are 8
3×4	Doubles and 1 more lot	I know 3 groups is double the number four and then one more group of four so 12
1×5	1 group of anything is the number itself	I know 1 group of 5 is 5, the number itself

0×3	Zero groups of anything is 0	The musical trio didn't arrive, so there were no musicians.
4×6	Double Double	4 groups is double and double again. Double 6 is 12 and double 12 is 24.
5×4	Half of 10 times	10 times 4 is 40 and half of 40 is 20.
6×3	5 times plus one more lot	I know 5 groups of 3 is 15 + one more lot of 3 is 18
9×7	Multiply by 10 times less one lot	I know 10 times 7 is 70 so I need one lot less of 7 so 70-7 is 63
8×6	Double double double	Double 6 is 12, double 12 is 24, double 24 is 48
7×3	5 times + 2 rows	I know 5 groups of 3 is 15 and 2 more lots are +3, +3 so 15 + 6 is 21

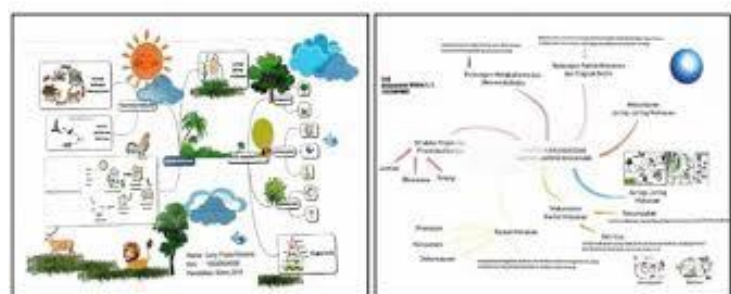
Division

At first the concepts of sharing (partition) and how many groups of a particular amount (quotition) are revised. Students will then make links to multiplication to show division is the inverse operation of multiplication. They will use their knowledge of the multiplication facts to make these links, for example, 7 what are 56 ?..... I know 7 eights are 56 so 56 divided by 7 is 8. Students will be formally taught the division algorithm and develop the skill of recording the division process, if ready. **Again, it is VITAL multiplication facts are learnt to support division understanding.**

Geometry and Measurement

Length and area will be revised and linked to multiplication and area arrays. Students will classify angles in relation to a right angle, acute and obtuse angles. If ready they will measure angles. Mass and formal units will be introduced or revised as necessary. Student will compare, order and measure using scaled instruments. They will then use mass to solve problems. Links will made using scaled instruments to find volume and capacity. Students if ready will then be extended into converting measurement units or problem solving using applied concepts.

Term Three Inquiry



Our unit title for Inquiry learning this term is - Science knowledge helps us understand the effects of our actions on our environment Our essential and guiding question is - How can we help living things to adapt and survive in our changing environment? Each class will gain answers to the following questions:

What is biology?

What are living and non-living things?

What is a life cycle?

What life stages do animals and plants go through?
How do living things survive in their environment?
How do they change over time?
How do living organisms change over time?
How do living things depend on each other and the environment to survive?

See excursion to Healesville Sanctuary, highlighted above.

Term Three Student Values and Wellbeing



In term three, the 3/4 unit will continue their work on developing respectful relationships within the classroom and school. Students participate in activities which help them to recognise strong emotions, the personal strengths they possess, the emotional challenges they face and the coping skills they would like to develop.

Through learning about stress and managing stress, students will explain the consequences of emotional responses in a range of social situations. They will learn to recognise personal strengths and challenges and identify skills they would like to develop. Students will also suggest strategies for coping with difficult situations. They will also learn to persist with tasks when faced with challenges, and adapt their approach when first attempts are not successful.

Thank you for reading.
From the grade 3/4 team.

Please continue to check the 3/4 Learning space on the School website for home learning tasks and information.

Link to Maths Home Learning on the School Website:

<https://www.cobw.vic.edu.au/page/186/Maths-Home-Learning>

