

**W54
Term 4
2024**

School Values

Cooperation, Quality, Pride, Respect
Class Teacher: Casey Hosking & Emily Gardiner



Dates To Remember

27/10 -

Matsuri on Mobarra

28/10 -

Student Free Day

1/11 - Gathering

11/11 –

***Remembrance Day
Gathering***

***15/11 – Outdoor Education
Day***

22/11 - Gathering

5/12 –

***End Of Year Community
Picnic***

10/12 2025 Class Visits

11/12 Reports sent home

***13/12 – Gathering and
last day of term***

Term 3 curriculum overview subject to change according to the needs of the students.

English

In English, we will be focusing on review and response, recount and procedure text types. We will also be reading and writing various types of poems.

Students will:

- Plan, draft and publish informative texts containing key information (e.g. purpose, structure, and language features)
- Re-read and edit their own writing for meaning (e.g., adding, deleting, moving words to improve content and structure)
- Read and compare information in a variety of factual texts
- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience
- Use comprehension strategies (e.g., inferring, questioning, summarising, making connections to develop literal and inferred meaning to expand content knowledge)
- Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts
- Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume
- Use Jolly Grammar program to learn to spell words and for grammar
- Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words

Mathematics

Focus: Number, Algebra, Measurement, Space Strands

Students will:

- Practise Daily Maths Chats to increase conceptual understanding in math operations, fluency, problem-solving and critical thinking
- Recall and demonstrate proficiency with multiplication facts extend and apply facts to develop the related division facts
- Recognise and represent unit fractions and their multiples in different ways and locate these on a number line
- Combine fractions with the same denominator to complete a whole and find their equivalent
- Identify angles as a measure of turn to compare angles with right angles in everyday life
- Describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute
- Investigate the purpose of data, effective questioning and how to produce a variety of graphs
- Develop skills in analysing and interpreting graphs and making statements about their observations
- Review PAT assessment questions and revise various necessary topics

Digital Technologies

What is a digital system?

Students will:

- Understand that peripheral devices can be added to a digital system to transmit data (to input/output/store)
- Recognise different peripheral devices and their functions
- Understand the difference between hardware and software and that peripheral devices need software to work
- Understand that digital systems need to be accessed and used securely using password protocols



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Class Dojo
www.classdojo.com

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Science

Focus: Earth and Space Sciences

Students will:

- Investigate why soils, rocks and minerals are important Earth resources
- Observe the properties of soils, rocks and minerals
- Investigate ice melting or water freezing in a sealed bag and explain their observations
- Describe ways in which living things including humans depend on soils, such as for food, growing plants, providing habitat for organisms, and holding and cleaning water and investigate the water cycle process
- Investigate First Nations Australians' knowledges of different rock and mineral types, and how they were used such as for stone blades, grindstones and pigments

Inquiry Skills:

- Question, predict, plan, conduct, process and analyse data and information

HASS (Humanities and Social Sciences)

- Investigate significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia
- Identify and discuss the historical origins of an important Australian celebration or commemoration
- Research local, state/territory, national and religious symbols and emblems (for example, the Commonwealth Coat of Arms, the Australian Flag and First Nations Australians' flags, state/territory flags and coats of arms, club emblems, school logos, flags, floral emblems, and religious symbols and discuss their origins, use and significance)

Child Protection Curriculum

As mandated by the Department for Education, classroom teachers will implement the Child Protection Curriculum

Students will:

- Discuss and practise strategies to maintain personal safety by investigating the concepts in the 'Child Protection Curriculum'
- Develop an understanding of rights and responsibilities
- Recognise abuse and neglect
- Problem solve for keeping safe
- Understand our emotional needs using Zones of Regulation

Specialist Curriculum Areas

Specialist curriculum areas are The Arts, Health and Physical Education and Japanese. Please see specialist curriculum newsletters for more information.

Timetable

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
The Arts 12 pm	Japanese 1:30pm Health & PE 2:15 pm	Japanese 9:25 am		Health & PE 9:25 am

Lateness/Absences

If your child arrives at school after 8:40am (after the bell) please sign them in at the Site East office. Also please notify the front office by phone/Audiri (www.audiri.com) app when your child is absent. It is a legal requirement that we keep a detailed and accurate record of student attendance.