

## **TERM 3 OVERVIEW**

**Year 3/4**

### **RELIGION**

#### **Weeks 1-5 – LITURGY**

In this unit students deepen their knowledge and understanding of liturgy and liturgical celebrations and how liturgy inspires believers to prayer and a deeper understanding of the mystery of God.

#### **Weeks 6-10 – CHRISTIAN SCRIPTURES**

By the end of this unit students will have a knowledge and understanding of the structure and other key features of the Christian Scriptures, especially the Gospels.

### **ENGLISH**

(KLA Link – Geography: The Earth's Environment)

#### **Fern Gully** by Diana Young

When Hexxus, the forest's ancient enemy, begins changing the weather in Fern Gully, Crysta, a young fairy, with the help of Pips, Batty Koda and Zak, attempts to save the forest from certain destruction. Book and DVD.

#### **Collecting Colour** by Kylie Dunstan

Rose and Olive spend a day out in the bush helping Olive's mother, Garang, to gather the pandanus leaves and stringy bark for making into strong bags and baskets. They collect the colour for the baskets from special plants and berries. It is a hard day's work for Rose, but the results are worth it.

#### **Rain Dance** by Cathy Applegate

It is a story about a child's joy at smelling, feeling and seeing rain after a long drought.

### **MATHS**

Week 1 Whole Number

Week 2 Patterns and Algebra

Week 3 Addition and Subtraction

Week 4 Length

Week 5 and 6 Multiplication and Division

Week 7 Fractions and Decimals

Week 8 Area

Week 9 3D / 2D

Week 10 Chance

### **SCIENCE**

In this unit students will design their own terrarium so that they can grow a herb to be used in their final product making a healthy pizza. Throughout the learning sequences, they will research and compare traditional, indigenous and modern farming methods to produce food and fibre. They will also use and describe how statistical information is presented and can be used by society to inform decisions about food. Finally, students will prepare and follow a recipe to make a healthy pizza.

## **GEOGRAPHY**

### **THE EARTH'S ENVIRONMENT**

**Different Environments:** (This section of the unit will be completed with Mrs Spencer in Library time each Monday)

Students:

- Investigate the natural characteristics of Australia and a country in Asia, for example:
  - comparison of climate, natural vegetation and native animals

### **Significance of environments**

Students:

- Investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example:
  - identification of types of natural vegetation eg forests, grasslands, deserts
  - explanation of the importance of natural vegetation to animals and the functioning of the environment eg provision of habitats, production of oxygen
  - discussion of the importance of natural vegetation and natural resources to people eg provision of food, medicine, fuel, timbers, fibres, metals

## **CREATIVE ARTS**

### **VISUAL ARTS**

Look at frozen poses and discuss the shape of the body and the angles of limbs. Select examples of figurative sculpture and use as a starting point for artmaking.

## **PDHPE**

### **PDH - ME, MYSELF AND I**

#### **Contributing Questions/Lesson Overview**

1. What are my personal strengths?
2. What are feelings?
3. What is my personality like?
4. How are girls and boys expected to act?
5. How have I changed?
6. How have I changed?
7. How do I cope with change?
8. How do I cope with loss?
9. What are my values?
10. What does my family value?

### **SPORT – GYMNASTICS**

**PE** – Skipping, Throwing and Catching, Two-Handed Strike, Balance, Kicking, Dodge/Side-Step, Dance/Coordination