



Kurrajong North Public School – Class Learning Overview
Term 2, 2024 – Class 3/4



Week	1	2	3	4	5	6	7	8	9	10
Reading	Fox (Margaret Wild): Narrative and Characterisation Vocabulary is selected from this text for study. Key passages are selected for repeat reading to practice fluency. Students will be taught about inferring meaning from descriptions of characters, including their movements and thoughts.			Voices in the Park (Anthony Brown): Perspective and Representation Both the words and visuals will be studied to explore the meaning being inferred by the author. The themes being explored are that the same event can be seen and felt very differently depending on the past experiences and current mindset of each person.			The True Story of the Three Little Pigs (Jon Scieszka) Students will explore how events in a well-known story can be twisted to make the reader feel differently about a character. This unit lays the foundation for understanding ‘bias’ in informative texts, including the media.			
Writing	Writing to persuade Students will write their own exposition: a one-sided argument. Their model text is ‘Pools in Schools’. Students will use the features of this text in their own writing, including: <ul style="list-style-type: none"> - Using highly emotive language (angry/angrily, disappointed, anxious/anxiously/anxiety, surprise, confident/confidence, strong/strength etc.) - Using generalisers (‘many people’, ‘children’, ‘everyone’, ‘most adults’ etc.) - Order connectives (firstly, secondly, consequently, in conclusion) - Rhetorical devices (questions like ‘What it...?’ or ‘How would you feel if...?’) 							Perspective – Fractured Fairytales Students will plan and write their own version of a fairy tale from the perspective of the villain. This will be in the style of <u>The True Story of the Three Little Pigs</u> by Jon Scieszka. They will map out the key events and twist them by changing details.		
Grammar	<i>Emotive Language</i>		<i>Generalisers</i>	<i>Time Connectives</i>		<i>Rhetorical Devices</i>		<i>Exclamatory sentences</i>		
Syntax	<i>Writing a list using commas to separate items, and semicolons for more complex lists</i>			<i>Building adverbial phrases</i>		<i>Upgrading verbs: this means using more careful and precise verbs to give a clearer sense, e.g. ‘run’ could be sprint, dart, jog, bolt, race, gallop etc.</i>				
Spelling (Group 1)	<i>Suffix Rule Revision (‘doubling’, ‘drop the e’ and ‘y to i rules’)</i>			<i>Long ‘ay’</i>	<i>Long ‘ee’</i>	<i>Long ‘oh’</i>	<i>Long ‘igh’</i>	<i>‘ew’ Diphone</i>	<i>Long vowel consolidation & assessment</i>	
Spelling (Group 2)				<i>Contractions</i>	<i>‘ies’ suffix</i>	<i>‘y’, ‘ly’ & ‘ful’ suffix</i>	<i>Silent Letters (gn, kn, wr, mb)</i>		<i>Consolidation & assessment</i>	
Handwriting	<i>Entries and exits to f</i>		<i>Entries and exits to v & w</i>		<i>Entries and exits to k</i>		<i>Speed loops from g, j, y,</i>		<i>Entries and exits to q</i>	
Mathematics (Mon, Tue, Wed)	Number & Algebra: Reading and working with large numbers (up to 6 digits)		2D Space: Classifying quadrilaterals by looking at equal, unequal or parallel sides		Additive and Multiplicative Thinking: Money – making calculations. Adding totals, determining change and		Number & Algebra: What numbers are 10, 100 or 100 times bigger or smaller? How does		Additive Strategies: Revision and consolidation of all mental strategies for + and -, including where	

	Introducing decimals. Rounding to a given place value.	and angles. Identifying symmetry and using the row/column structure to measure area.	setting budgets for an upcoming event. We will introduce basic Excel spreadsheets.	this change the place value of digits? Linking to measurement of length and mass – early conversaiion of units	money is involved. Exploring equivalence, and solving problems such as $254 + \underline{\quad} = 310$
<i>Mathematical Fluency</i>	Ninja Maths: Students will engage in daily, increasingly challenging retrieval practice of times tables facts to 12 x 12. This will also involve the inverse division facts to start building confidence in quickly stating division facts.				
<i>Geography</i>	<i>It's A Big Wide World Out There!</i> Students will study natural characteristics of Australia and some other places in the world. This includes country studies of Australia, China, Brazil and Iceland where the climate, natural vegetation and native animals are explored. Students will be led to discover where other countries are positioned in relation to Australia.		<i>Geography is not taught in the second half of the term. We have decided to teach 2 science lessons each week to delve deeper into the topic and further develop students' knowledge of the science topic below. This also allows us to choose specific reading material to study and gear writing lessons towards the science unit.</i>		
<i>Science</i>	<i>Science is not taught in the first half of the term. We have decided to teach 2 history lessons each week to delve deeper into the topic and further develop students' knowledge of the history topic above. This also allows us to choose specific reading material to study and gear writing lessons towards the Geography unit.</i>		<i>Classification and Life Cycles</i> Students initially distinguish between living and non-living things. They collect data and group living things according to their features. Students identify that living things have life cycles and conduct an investigation into the life cycles of plants and animals. Students will explore the basic concept of mutual symbiosis – the interdependence of living things, e.g. bees & flowers, whales & barnacles, buffalo and oxpecker		
<i>Social and Emotional Learning</i>	Stand up for myself, or let it go? How much does it matter?	Seeking help – What does help look like? When do I need help?	Connecting with others – How do other people see me? How do I want to be seen?	What is empathy? Why does it matter that I can read others' emotions?	Managing change – How do we manage our emotions when making big decisions?
<i>PE</i>	Sporting Schools Cricket Program Students will learn to catch, throw and perform a two-hand strike using cricket equipment and technique. Skills will be taught at an age-appropriate sequence and will develop each student's ability to bat, bowl, field and throw.				
<i>Creative Arts</i>	Students will learn to use commonly understood musical symbols to represent musical ideas and concepts. This will culminate in students composing and performing their own musical piece.				