



Kurrajong North Public School – Class Learning Overview
Term 2, 2025 – 4/5/6



Week	1	2	3	4	5	6	7	8	9	10
Stage 3 Spelling and Morphology	Term 1 Revision	Prefix ir- <i>Irrelevant</i> (not/onto, in)	Suffixes -al, -ial, -ic (creates adjectives)	Suffix -ian <i>magician</i> (profession or relation)	Prefixes pre- and fore- (before)	Prefix sub- <i>subtitle</i> (below or under)	Prefixes pro- & en- (supporting /into)	Suffixes -y, -ly, -ily (creates adverbs)	Comparativ e words Small/small er/smallest	Noun suffixes -er, -or, -ian, -ist
<i>Writing</i>	We are learning to write to entertain through a <i>finding tale</i> . Our model text is called ‘Alien Landing’. Through the Talk for Writing process, we will be learning to write in ways that create suspense by using: <ul style="list-style-type: none">- Personification to make the setting sound dangerous- Write using the senses to make something or somewhere feel ominous- Reveal the character’s thoughts (inner dialogue)- Slow the action using drop-in clauses						We are learning to write to inform through a <i>Discussion</i> . Following our extra-terrestrial theme, our model text will be ‘Should Daleks Be Allowed to Stay on Earth?’ We will be learning to: <ul style="list-style-type: none">- Explore differing views, being tentative- Use quotations to back up points of view- Select ideas that appeal to different stakeholders			
<i>Reading</i>	Whole-Class Comprehension Text: <u>The Watertower</u> by Gary Crew. We will be learning how authors describe settings and create ‘mood’ in their texts. Students will develop a deep understanding of this text through close reading and response activities. Students will show their understanding at the end of the unit by responding to the question, <i>How did the author make this text suspenseful?’</i> For fluency and comprehension practice, students will be reading <u>Holes</u> by Louis Sachar.						Whole-Class Comprehension Text: Various digital and print informative texts on the topic of democracy and electricity. Students will focus on using the features of non-fiction texts to locate specific information, and to evaluate the reliability of information sources.			
<i>Handwriting</i>	While explicit teaching of handwriting continues each Friday, students are also being introduced to the skill of digital transcription through touch-typing activities. Students are taught how to position their hands and use their understanding of the keyboard to type quickly and accurately. They will monitor their words-per-minute each week to track their development.									
Maths Year 4	Represent- ing three- digit numbers accurately on number lines (short week)	Compare and order three-digit numbers, & round to nearest 10, 100 or 1000	Show and represent one half, one quarter, one eighth, & relate 3D objects to their nets	Find missing values to make equivalent number sentences, & time to 5 minutes	Showing inverse relationship (+/-) using the bar model. Assessment week	Compens- ation for (+/-) using 2- and 3- digit numbers, & time: minutes to the hour	x3 and x4 arrays, fact families and times tables , and measuring capacity using litres	Multiply- ing by 10 and 100, & measuring the capacity of prisms with blocks	Predicting outcomes of chance experime- nts, & describing position using maps	Measuring mass with grams & kilograms. Assessme- nt week

