Year 3-4 Overview Term Three 2020
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Online Classroom:
Google Classroom Code: For 3/4HK **kvzbxz6**, For 3/4B **6p2hxep**, For 3/4 **3slja4k**, For 3/4L **5xyi5eo**
Students will need to have the following open for each online learning session: Google Drive, Google Class, Google Meet, Seesaw, Gmail.

Learning Tasks:
For Years 3-6 the CECV recommended amount of online learning content to be set is 3 hours and 45 minutes per day. These recommendations have guided the Year 3/4 teachers in designing the online learning tasks prepared for your children on Google Classroom. There will be Literacy, Maths and either Religion or Inquiry tasks allocated each Monday, Tuesday, Thursday and Friday.
This term we are calling our Wednesdays "Wellbeing Wednesday". **On this day, the classroom teachers will be doing their planning so will not be available online.** However, all of the specialist classes (PE, Art, Italian and Performing Arts) will post a new activity to be completed on this day each week and will be available online during the day to answer any questions. A Wellbeing lesson will also be posted on this day for students to complete.
Ms.Kapusta will be the designated teacher for 3/4HK on a Friday.

Timetable:
We have designed the learning tasks to be available for all families and completed at a time that suits your household. We recognise that with everyone trying to work from home and multiple children in the household, families will need to have flexibility in the delivery of the curriculum. We do think it is important that you set times with your child so that they know when their learning times are and that you ask them to complete the set tasks within the recommended timeframe each week.

Communication: Both students and caregivers
Teachers will be available by email and will endeavour to answer all emails each day that pertain to learning.
Teachers will be available to contact through messaging on Seesaw.
Teachers will be available for individual and group video conferencing through Google Meet at set times and students will receive invitations through their Gmail for these. (click here for Student Guide to Google Meet)
It is imperative that all students have an adult in the same room when they are on a Google Meet with the teacher.
Therefore, at the start of every Google Meet the teacher will ask the following:
Do you have an adult with you?
Can you get them to wave to me?
If there is no adult, can you move to a room where an adult is present?
Can you get them to wave to me?
If there is no adult available, then I am going to log off and contact you another time when an adult is present.
This will ensure online safety for both the teacher and the student.
Please ensure that children are appropriately dressed prior to any Google Meet

Attendance:

Children who are at school will have the roll taken daily and caregivers need to fill in the absence sheet if they are going to be away.

Children who are remote learning will need to complete the tasks for each day. Submission of the learning tasks will indicate attendance to the teacher for marking the roll.

How to be an Online Learner:

This is a new phase for everyone. It will evolve as we go and we strive for best practice.

Four things that it will be important for you to assist your child with are:

1. Time management
2. Asking questions - these will not be always be possible to be asked and answered immediately as they often are in class, so keep a notepad handy, remind students to record questions as they go and then they can ask them later either on the doc, Seesaw, in email or at a prearrange Google Meet
3. Connecting with peers - this should be through set group tasks
4. How to be a part of an online discussion - etiquette, feedback, turn taking, eye contact

How to support an Online Learner:

- Be positive with your child about the set learning activities
- Help your child to write down questions they may want to ask the teacher
- Encourage your child to have regular breaks, get fresh air and exercise
- Set online learning times as a part of a timetable or routine that will work for your household
- Address any concerns or successes about learning in writing to your child's teacher (remember this is unchartered territory for teachers too and we will need to refine as we go so let's be positive!)
- When your child is on Google Meet or Google Classroom, ensure that , where possible, they have a space where they are able to concentrate BUT be monitored by you. Teachers will insist that an adult is in the room for any Google Meet (video conference).

Teacher Schedule:

Provide learning for each day of the school week (as per the set tasks)

Online Conferences - 1 to 1 (set times will be advised if needed and an invitation sent through email)

Group Online Google Meets (set times will be advised and an invitation sent through email)

Class Google Meet - Monday, Tuesday, Thursday and Friday at 9:30am to connect with each other as a class community and to go through the work for the day.

Cyber Safety:

In schools, there are tight controls on what staff and students are able to access online for their own safety. Once a student is outside of the school network, these controls (such as firewalls) are no longer in place. This means that students may be able to access content that is unsuitable for their viewing. Parents should appropriately monitor and limit what can be seen and done on the internet. Where practical, we would encourage students and families to set up remote learning (when a digital device is required) in shared areas of the home so that adequate supervision can occur. A Google Meet can only be created by a teacher and therefore no unsupervised Meets are possible using the school account. During times when staff are having a Google Meet with a student, group of students or the class, it is important that an adult is in close proximity for the online safety of the staff and students.

Technical Support:

Should you require any technical support at home please contact Ronnie Tucker on vtucker@smaltona.catholic.edu.au

Literacy

Reading and Viewing

In Reading, students will read both fiction and non-fiction texts, including online selections and evaluate different features that assist in navigation, design and layout. We will explore, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts. Students will continue to build on their reading stamina and comprehension strategies. Our focus teaching sessions will target students' ability to understand and discuss aspects within, about and beyond the texts. At home, it is really important students read for enjoyment every night. In order to support your child to do this while at home, it would be really beneficial if you could find some time to discuss the text each day, to cement their understanding about characters, setting and plot.

Writing

The overall focus for the Writing Program this term will be on maintaining routines and procedures within the daily writing session. These will include: handwriting practise and independent writing. We will be focussing on the structure and features of persuasive text, different forms of poetry and information reports.

Spelling

This term Spelling will continue to be taught through the use of the SMART spelling strategy. Each week students will work on a set of new words. 80% of these words will follow a specific spelling pattern and students will have two words each week from their Writing.

Speaking and Listening

This term the students will be learning about and using appropriate language, posture and volume when speaking in front of groups and the whole class online and in the classroom. Students will also focus on being respectful listeners who are able to give positive and constructive feedback.

Numeracy

Number and Algebra

Students are working on the process and different strategies for solving multiplication problems. They will also be developing their understanding of basic fractions and decimals, modelling and representing unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole. Students will represent money values in multiple ways and count the change required for simple transactions.

Measurement and Geometry

Students will measure and compare the area of regular and irregular shapes using informal units of measurement.

Data and Statistics

Students will identify questions and plan methods of data collection. They will record, analyse and evaluate the effectiveness of different displays with and without the use of digital technologies.

Religion

In Term Three, students will explore the use of prayer and symbolism and how they relate to their personal practices. They will read literary forms of parables in scripture and locate specific passages by chapter and verse. They will interpret and explore these parables and how they express the Kingdom of God through Godly play.

Social and Emotional Capabilities

Through Circle Time, students will develop and practise aspects of resilience, risk taking, cooperation and exploring the roles of working in teams.

Integrated

Science- 'Smooth Moves' Force and Motion

Students will use innovation, critical thinking and creativity to make products that are designed to meet our needs in everyday life. They will develop ideas, materials, ingredients and processes by investigating, designing, producing, evaluating and modifying products. Students will explore types of forces (push, pull, magnetic, gravity, centrifugal) and

how they can be exerted by one object on another through direct contact or from a distance. They will work individually and in groups to solve STEM challenges.

Digital Technology This term students will be continuing to use digital technologies to be active learners. They will work collaboratively in online documents. In addition to this, they will be familiar with uploading photos and documents to Seesaw, creating and sharing slideshows and presenting their learning using digital platforms.

Physical Education
In Physical Education this term, students will move back to online learning, and access activities via Google classroom. Students will be working through a number of physical activities for the purpose of improving skills, fitness and health. They will be given ideas and activities that will assist with developing their fundamental motor skills by using a variety of equipment (what they have available) and a focus will be on Athletics. It is important for students to perform some sort of physical activity for at least 30 minutes a day while at home. tlappin@smaltona.catholic.edu.au

Performing Arts
This term in Performing Arts, our focus will be Music. The students will further develop their knowledge of beat, rhythm, pitch and tempo when singing, playing and responding to music. They will be using items from home to explore these music concepts. The students will use simple musical notation to create rhythm patterns and will use creativity to develop a performance piece.   They will also be exploring the use of technology in music making. All work will be presented in Google Classroom with students expected to share reflections, photos or videos of their work.
ahamilton@smaltona.catholic.edu.au

Art
This term in Visual Arts the focus will be on the Elements of Art, specifically Colour, Form, Line, Shape, Space and Texture. During the first half of this term while we are learning online, I will endeavour to assign work that can easily be done with simple tools at home and a minimum mess! All lessons will be uploaded to Google Classroom in time for 'Wellbeing Wednesday'. Can you please guide your child to put their completed work into their class's Visual Art folder so that I can review and comment on it. azimmerman@smaltona.catholic.edu.au

Italian
During Term 3, the students will be introduced to Italian words pertaining to Space along with associated vocabulary and adjectives. Continual revision of previously taught skills will also take place. Art activities YouTubes and various online tasks will continue to play a large part in our learning. Activities/tasks will be presented on Google Classroom until we return to face to face learning. jcruikshank@smaltona.catholic.edu.au