Welcome to Term Three, 2014. Now that we have completed a semester it's time to share some useful information about what we have planned for Term Three.

Skills and Understandings

Religious Education - Initiation – Baptism, the Eucharist and Confirmation

For the students to:
- Identify and explain the history behind the rituals and symbols of celebrations, in particular the Eucharistic celebration
- Compare and contrast the different ways communities initiate new members
- Reflect on the significance of the Eucharist in terms of values, beliefs and faith concepts.
- Recognise that through the Eucharist, Christians are nourished to live as Jesus Christ did and are united as one people.
- Identify bread as a staple food that keeps people alive and wine is a festive drink that helps people celebrate together
- Continue our ongoing support of the Good Samaritan Inn through baking food for families in need.

Mathematics
Measurement and Geometry

Time
- Calculate time elapsed between two or more events
- Use timelines to sequence events
- Read and convert analogue, digital and 24 hour time
- Use timelines to sequence events
- Identify and compare time zones around the world.

Location and transformation
- Use simple scales, legends and directions to interpret information contained in basic maps.

Number and Algebra

Multiplication
- Represent multiplication as a rectangular array and as the area of a rectangle
- Multiply by single digits (using recall of multiplication tables) and multiples and powers of ten
- Provide automatic recall of multiplication facts up to $10 \times 10$

Division
- Use of written number sentences such as $20 \div 4 = 5$ to summarise sharing (partition) and ‘how many?’ processes
- Use of fact families to solve division problems, for example $5 \times 7 = 35$, $35 \div 7 = 5$
- Use of written methods for division by a single-digit divisor (based on inverse relations in multiplication tables)

Literacy

Writing
- Read and compose poems that follow a pattern e.g. limericks, wish poems, 5 w’s, diamantes.
- Read a variety of narratives with a historical viewpoint such as aboriginal dreamtime stories, personal and historical recounts
- Write biographies, narratives, letters, journals and diaries from a personally historical viewpoint.

Writer's Notebook
- Record in their Writer's Notebook both their personal and guided writing. Select pieces will be 'lifted' and published.
Reading

- Read a variety of narratives with a historical viewpoint such as aboriginal dreamtime stories, personal and historical recounts
- Monitoring, inferential and synthesising strategies to be used across fiction, non-fiction and picture story texts.
- Identify, understand and apply historical language within texts.

Inquiry / Investigation Unit

Our Education Research Project Subject Focus is Australian History where we are focusing on the following learning intentions:

- The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.
- The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.
- The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment

Visual Arts

- Share and discussing their art and the art of others.
- Explore threads and textiles by using a simple weaving loom to create their own woven square.
- Explore marbling techniques and the science behind it.
- Explore printing techniques using printing foam to create their own printing plate to use to create art.

Performing Arts

- Further developing Performing Arts skills in the elements of dance, drama and music
- Planning, preparing and rehearsing for School Concert
- Experiencing different dance style and more complex choreography routines
- Developing greater confidence performing in front of others
- Developing skills in reading and performing simple beat, rhythm and graphic notation using a different variety of percussion instruments
- Reflecting on own performance and that of others.

Physical Education

- Develop a wide variety of motor skills and apply these skills to sport specific situations, in particular, ball activities and hockey.
- Develop an understanding of and begin to use basic game tactics to achieve a goal as part of a team

Important Dates:

Year 4 Mass: 30th July
Holy Communion Parent meeting: 31st July
Year 4 Assembly: 1st August
Commitment Mass: 2nd and 3rd August
School Closure Day 6th August
Whole school mass The Assumption: 15th August
Holy Communion: Saturday 30th August
    Sunday 31st September
    Saturday 6th September
    Sunday 7th September
School Production: Wednesday 10th September