

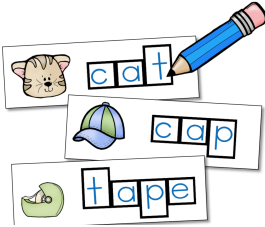

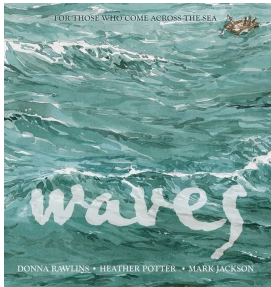

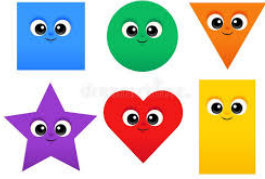


3/4 LEVEL NEWSLETTER

| WEEKS 8-9 | TERM 2 | BIRTHDAYS  | |
|--|--------|--|---|
| Beginning: Monday 3rd June - Friday 14th June | | June: Samnit 10th, Emilia 14th, Terrence 30th, Elizabeth 30th, | |
| | | MONDAY | STEM (3/4L - week 8 only) |
| | | TUESDAY | STEM |
| | | WEDNESDAY | Library - 3/4C and 3/4L |
| | | THURSDAY | Physical Education AUSLAN Performing Arts Library - 3/4M |
| | | FRIDAY | CLASS SPORT - wear sports uniform |
| RELIGION  | | <p>TOPIC: We Listen</p> <p>In term 2 students will ponder the question ‘how can storytelling help us live like a good samaritan?’</p> <p>Throughout this unit students will be exposed to a variety of parables from the Old and New Testament. They will be tasked with comparing these to stories of the Dreaming. Students will reflect on their ability to listen and answer the question - how can oral storytelling help us live a life like a good samaritan?</p> <p>Some vocabulary that students will explore are:</p> <ul style="list-style-type: none"> • ancestors • sacred • bible • parable • spirits • Holy Spirit • The Dreaming - is the belief of many Aboriginal groups that Aboriginal people have been in Australia since the beginning • Dadirri - inner, deep listening and quiet, still awareness <p>Dadirri recognises the deep spring that is inside us. We call on it and it calls to us. This is the gift that Australia is thirsting for. It is something like what you call “contemplation”.</p> <p>Students will learn that when we tell stories from our mind and not by looking at a book or some sort of text we are telling an oral story. Aboriginals gather and listen to stories around the campfire similar to the way we gather and listen to the readings at church. The stories are told by the elders of the community, the way the priest reads the bible stories or scripture to us.</p> <p>In Aboriginal culture, just like how the Bible was created, stories are told orally and passed down from generation to generation. People are expected to listen and remember these stories, as they are important for how people should live and what they should do.</p> | |

| | |
|---|---|
| | <p>Some questions for students to begin to think about are:</p> <ul style="list-style-type: none"> • What is the role of the listener? • What are you doing while listening to a story? • What is a moral? <p>Over the next two weeks students will be exposed to the following stories from the Bible and The Dreaming:</p> <ul style="list-style-type: none"> - Creation story (how God created the world and mankind) - Bunjil the creator spirit |
| <p>SPELLING</p>  | <p>During week 8 students will be exposed to words ending in the /x/ sound. Students already know that the letter x makes /x/. It makes two distinct sounds - /k/ + /s/ = /ks/. The English language has very few words that have the spelling "xs". When you hear /ks/ there are several ways to spell these sounds. The students will be learning about these over the course of their spelling sessions.</p> <p>In week 9 students will review and further their knowledge of homophones. This will support their writing skills, as they need to understand the context of their sentence in order to choose the correct homophone.</p> <p>Throughout their spelling sessions students review previously learnt rules and sounds, such as homophones, suffixes + ti/ci/si, rule 111, irregular vowel sounds and silent letters.</p> |
| <p>LITERACY</p>  | <p><u>Waves by Donna Rawlins</u></p> <p>In weeks 8 and 9 we will be concluding our text study of 'Waves'. Students will be consolidating their understanding of the textual features we have explored, as well as bringing their learning together to look at the deeper meaning of the text. Students will be tasked with identifying and reflecting on the author's purpose and the theme of migration.</p> <p>Furthermore, students will be reflecting on our time at camp. They will use sentence-level writing skills to create a recount with added detail and varied sentence types e.g. compound and complex.</p>  |
| <p>INQUIRY</p>  | <p><u>TOPIC:</u> Going Back to Country</p> <p>In weeks eight and nine, students will learn about the difference between a law and a rule. Through our topic of the Gold Rush, students will be comparing the difference between the laws of today and those of the past and will identify how and why the decisions were made democratically to reflect the needs of the community.</p> |

MATHS



TOPIC: Space

Over the next two weeks students will be exploring different two and three dimensional shapes. They will be able to recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures.



Some dates for your diary-

- Friday 31st May- Eucharist Reflection Day (at school - all year 4 students)
- Sunday 2nd June- Eucharist Ceremony 10:00am
- Monday 10th June- King's Birthday Public Holiday