



WAGIN DISTRICT HIGH SCHOOL

TERM 2, 2025 OUTLINE

Year 3/4 - Room 14

WELCOME BACK TO YEAR THREE & FOUR

A warm welcome back to our Year 3 and 4 students, parents and carers as we are up and running in Term 3! If at any time you feel the need to contact me with questions or queries, **please email me:** debbie.landells@education.wa.edu.au

This document outlines the teaching, learning and assessments that I plan to cover in class this term. Important term dates:

Primary School Netball Cup – Narrogin	8 th August
3/4 Class Assembly	29 th August
Pupil Free Day	1 st September
Last day of Term 3	26 th September

LEARNING AREA OUTLINES

ENGLISH

READING Continuing in Term 3, students will strengthen their reading fluency through morning reading, paired reading exercises, picture book analysis, and a novel study - *The Iron Man*. Engaging with picture books, our class novel and other text types will enhance vocabulary, comprehension, and overall literacy skills. *Literacy Pro* will be used to monitor reading progress, while selected students will also use *Nessy* to support reading and spelling development. *Macqlit* is an explicit and systematic reading intervention program that will be used for identified to support phonemic awareness, phonics, fluency, vocabulary, and comprehension.

SPELLING, GRAMMAR & PUNCTUATION Our program is based on *Sound Waves*, where students will be pre-tested each **Monday** using a set of focus words that share a common sound. Students will participate in targeted activities to strengthen their understanding before completing a post-test each **Friday**. Additionally, *Sound Waves* will be used to reinforce word recognition skills, spelling, phonics, and grammar. Extension tasks will be available for strong spellers to further develop their skills.

WRITING We will be using a Talk for Writing approach, which focuses on explicit teaching of text structures, whilst also introducing interesting ways to improve writing including strong sentence structures, interesting vocabulary and figurative language. This involves a written narrative cold task, before the teaching of explicit strategies, and a hot task at the end to assess for improvement. As we progress, students will engage in a procedural text, and time allowing some poetry. To refine their work, they will learn to use the CHIMPS editing strategy (Capitals, Handwriting, Identification, Meaning, Punctuation, and Spelling) to review and improve their writing.

SPEAKING & LISTENING Students will have the opportunity to practice their speaking and listening skills by sharing their writing pieces, presenting other work and during class discussions. We also have a class assembly item to present this term. These will help build confidence in public speaking and develop their ability to communicate ideas effectively.

MATHS Students will engage in structured lessons that include a daily review warm-up, mental maths exercises using the *New Wave Mental Maths* and *Origo* resources, explicit teaching of key concepts, and a variety of practice tasks. Rotational activities will allow students to apply their learning in different ways, and each session will conclude with a class discussion to reflect on progress. We will continue to focus on topics such as Number and Algebra, Measurement and Geometry, and Probability and Statistics. Written assessments and quizzes will be conducted to track progress. *Mathletics* will be incorporated into our learning rotations, and results will be monitored to support student growth. *Time Tables Rock Stars* maths program will also be used to support students learning times tables and will boost children's fluency and recall in multiplication and division.

HASS This term we will continue with History, we will explore stories of the First Fleet including who came, reasons for the journey and their experiences, as well as study the journey of a world explorer/navigator.

HEALTH This term, our Health program will continue to focus on building students' emotional literacy, personal safety awareness, and overall wellbeing through three key frameworks: *the Zones of Regulation*, *Protective Behaviours*, and *The*

Resilience Project. Through the Zones of Regulation, students will develop skills to identify their emotions and apply effective strategies to self-regulate. Protective Behaviour lessons will empower them to recognise their early warning signs and know when and how to ask for help. The Resilience Project will support students in nurturing positive mental health by practising gratitude, empathy, and mindfulness. A range of interactive tasks, class discussions, and reflective exercises will help students connect these concepts to real-life situations.

PHYSICAL EDUCATION In preparation for next term's athletics carnival, we will be having collaborative sports sessions once a week. This will continue to develop and refine fundamental movement skills with a focus on control, accuracy, and coordination. They will build confidence and skills in the various events. Emphasis will also be placed on understanding and applying the rules of the events, and strategies, while working cooperatively in teams. Fair play, communication, and positive sporting behaviours will be encouraged throughout, and promoting physical fitness, resilience, and enjoyment of movement.

DIGITAL TECH – DIGITAL NAVIGATORS. Mrs Pieterse will teach this unit two lessons a week. Students will develop essential skills for navigating the digital world safely and effectively. They will explore strategies for conducting secure and efficient online searches, refining queries, evaluating sources and practising click restraint. Through interactive activities, students will learn how to collaborate online, examining key elements of digital teamwork. Students also investigate the importance of protecting personal data, identifying what information should be kept private and how to apply safe-sharing principles. They will examine the role of strong passwords in securing digital accounts, discovering practical techniques for creating and managing secure credentials. By engaging in hands-on activities and reflective tasks, students should gain confidence in making informed decisions that support their digital wellbeing and online safety. In the computer lab students are required to wear closed shoes for safety.

SCIENCE – BIOLOGICAL SCIENCES (Living World). Mrs Pieterse will teach this unit two lessons a week. Students will learn that living things have life cycles. They will describe and compare life cycles of different animals and plants, and will explore an aspect of the life cycle of a flowering plant through an experiment. Students will also learn what living things need to survive. They will explore how humans can use the environment in survival situations and conduct a water-filter experiment using natural features of the environment. Students will also learn about food chains, researching and creating one based on an Australian habitat. Additionally, they will investigate the special relationship between flowers and bees, exploring how bees are crucial for the survival of various other living organisms. In the science lab students are required to wear closed shoes for safety.

Specialist Learning Areas (Ms Hong on DOTT):

Visual Arts (taught by Jane Neil-Smith)	Tuesday, P6
Science (taught by Vanessa Pieterse)	Wednesday, P3-4
Library (taught by Vanessa Pieterse)	Thursday, P3 (20 mins)
Technologies/Digitech (taught by Vanessa Pieterse)	Thursday, P5
Physical Education (taught by Ben Myers)	Friday, P2

ADDITIONAL INFORMATION

HOME READING Students are encouraged to read each night for home reading. **Please sign their diary** to indicate that your child has completed this **(15 minutes per night is recommended)**.

SPELLING Students are **pre-tested** on new spelling words each **Monday** and formally **tested on Friday**. Please support your child by reviewing the words together each night to help build their confidence and success.

LIBRARY Students will visit the library on **Thursdays**. **Please ensure they bring their library books in a library bag each week, as they won't be able to borrow new books without them.**

ARRIVAL AT SCHOOL AFTER 8:30am Please support your child to arrive at school after 8:30am each school day. This ensures that we can provide sufficient duty of care for your child. **The classroom will be open at 8:35am.**

CRUNCH&SIP Please ensure your child brings extra fruit or vegetables each day to support good health and help with learning and concentration in the classroom. Our crunch and sip break will be around 10am. ***If the fruit or vegetables are cut up, please pack them in a separate container or bag for easy access for students to leave on their desk.***

SUN SAFETY All students should have a bucket hat to wear each day, sunscreen, and a water bottle.

Warm regards,

Mrs Debbie Landells | Year 3/4 | **Email:** debbie.landells@education.wa.edu.au | **Phone:** (08) 9861 3200