Harcourt Valley Primary School

Curriculum Overview

Grade: 3/4  Term: 1, 2015

Class Teachers: Mrs Coghill and Mrs Turner

Integrated Curriculum Topic for this term:

**Australians: Who Are We?**

<table>
<thead>
<tr>
<th><strong>Literacy</strong></th>
<th><strong>Reading Focus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Activities</strong></td>
<td>Aboriginal Myths and Legends&lt;br&gt;Biography/Autobiography&lt;br&gt;Non-fiction text&lt;br&gt;Decoding strategies&lt;br&gt;Reading for information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Numeracy</strong></th>
<th><strong>Number</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td>2D Shapes&lt;br&gt;Angles</td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td>Time – reading analogue clocks (quarter past/quarter to)&lt;br&gt;Celsius Scale</td>
</tr>
<tr>
<td><strong>Statistics &amp; Probability</strong></td>
<td>Reading and Interpreting Graphs</td>
</tr>
</tbody>
</table>

| **Library** | **Research skills**<br>Use of Atlas<br>Aboriginal Myths and Legends |

| **Health & PE** | **Fitness activities**<br>Cooperative games<br>Team Building<br>Cross Country |

| **Integrated Curriculum** | This term the students are investigating:  
**Australians: Who Are we?**  
- They will be investigating Australian culture and identity.  
- Geography of Australia-states, territory etc  
- History of Harcourt and why it was settled. |

| **French** | **Art**<br>This Term we are exploring the essential art elements and principles with a focus on the artists of the Bauhaus - Mondrian, Albers, Klee, Kandinsky and Itten providing the opportunity to experiment with colour and design. creating art, supporting Applefest - designing decorations for bicycles; and the Castlemaine State Festival – creating masks for performers.  
- Vocabulary maintenance and building  
*Class interactions: instructions, building knowledge of verb/action words *house & home *use of mettre (to put) and enlève (take off) to talk about putting on and taking off items of clothing *Asking and answering simple conversational questions in French  
- Culture project: a French recipe  
- Easter basics: cultural similarities and contrasts/foods and behaviours  
- Poisson d’avril! (April Fools Day) |

| **Music** | **WEEK 1 – 2**<br>Setting expectations, rules and routines.  
Introduce Rossini and WT Overture through movement, listening and visual means  
Beatwork – dance, rhymes, WT overture.  
Rhythm – dance, movement and repertoire  
In tune singing – repertoire  
**WEEK 3 - 9**  
Continue exploring WT overture through movement, listening activities and visual (youtube) means.  
Continue beatwork, rhythm and singing through WT overture, repertoire and games.  
Introduce comparatives and mood in music (fast / slow, etc with CUBE)  
Look at terminology for these comparatives. Prepare for concert |
<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
</table>
| - Children are encouraged to read at home as many nights as possible and to record in their Student Diary.  
  - To practise Spelling words from Student Diary (given Monday)  
  - Practise mental maths – **automatic** response to times tables and number facts for speed and efficiency  
  - Other homework will be given if work is unfinished or as required for a specific topic. |