



Stage 3 Overview – Term 4, 2023

Dear Stage 3 students, parents and carers,

Welcome to Term 4! We hope you are all getting excited for the last term of the year! This will be a busy term!

Message for the Year 5 Cohort

Applications for the selective high school placement test, for year 7 entry in 2025, open on **9 October 2023** and close on **20 November 2023**. The test will take place on **9 May 2024**. Location of the test will be confirmed closer to the time, however, in the past, students in our school have sat the test at Balmain Secondary College. Students sitting the test will need to make their own way to the testing venue.

Please note that the process of applying for and sitting the Selective Schools Ranking test is the responsibility of parents and carers. The application process is facilitated by the The Selective Education Unit as part of the Department of Education, this is external to Balmain Public School staff.

For more information, please visit this website regularly for updates -

<https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7>

English and ProjectNEST

As ProjectNEST continues this semester, students will continue to explore the concept of differences and diversity, wrapping up our understanding of the driving question: *Is there power in diversity?* Term 4 will continue to be driven by creativity, as students explore descriptive literature, film, dance and drama to unpack and investigate world culture.

Here are some questions for you to ask your child about the term ahead:

- How are countries around the world different?
- What is the difference between power and authority?
- How can people get along when they have different ideas and opinions?

Literature

During Term 4, Stage 3 literature will be driven by a variety of focus texts, around the theme of migration and change. Students will learn about the format and features of information texts, namely biographies. They will also explore creative texts in the form of poetry. Students will continue to use and develop their knowledge of the 'Super Six' comprehension strategies to make comparisons between characters within and between texts, to better understand the interplay of personalities and influences upon different relationships.



Spelling

For spelling, students complete a weekly pre-test on a Friday, and the results inform their individualised spelling list words for the following week. They are then tested on their spelling list words the following Thursday. We follow the 'Soundwaves' program and utilise their learning sequences and learning resources.

Literacy Rotations

Working in groups, students will rotate through the following stations to further embed concepts covered in literacy lessons:

- Guided reading with the teacher
- Spelling - Sound Waves program
- Comprehension - Reading Box individualised activities
- Grammar
- Writing
- Self-Organised Learning Environments (SOLE)

Mathematics

Students will continue to participate in the explicit teaching and learning of the following sub-strands embedded in Number and Algebra, Measurement and Geometry, and Statistics and Probability:

- Fractions and Decimals
- Angles
- Two-dimensional space
- Three-dimensional space
- Chance
- Mass
- Position
- Time
- Multiplication and division

To further develop their ability to work mathematically, students will complete targeted mathematical investigations. Students also have access to 'Mangahigh' for in class and external consolidation of topics learnt in class in an interactive way.

Geography

In Term 4, students will continue to build on Term 3's program of diversity and connectedness. Students will undertake research, investigate an Indigenous cultural groups and create a website promoting awareness of the group and their culture.

They will continue to explore and investigate the inquiry questions: 'How do places, people and cultures differ across the world?', 'What are Australia's global connections?' and 'How do people's connections to places affect their perception of them?'.

**Personal Development, Health and Physical Education (PDHPE)**

In Personal Development, Health and Physical Education, students will further refine their fundamental movement skills. They will study safety and risk management in various settings, learn about emergency procedures, first aid, and decision-making in risky situations. Throughout Term 4, students will be participating in the Sportspro Gymnastics program. Based upon the requirements of the Kindergarten to Year 6 PDHPE curriculum, this program will follow several content strands whilst also contributing specifically to the development of students' muscular endurance, coordination, flexibility, muscular strength, agility, balance, and power.

Visual Arts

In Term 4, students will continue to work with Mrs Bowman in the creation and appreciation of Visual Arts. Lessons will focus upon the use of different media and materials to explore the artworks and careers of Vincent Van Gogh and Andy Warhol, alongside Post-Impressionism and Pop Art.

Creative Arts

Stage 3 students will explore various dances, music, and indigenous stories from multiple cultures in dance and drama lessons. They will respond to and create with the arts, evaluating how they communicate intentions to different audiences. They will compare the use of the elements in their work and that of others, offering thoughtful and reflective critiques on the work of others.

STEAM

In STEAM, Stage 3 will continue to deepen their understanding of STEM skills and the connections between STEM fields. They will engage in hands-on learning, which strengthen essential skills, such as communication, collaboration, creative problem solving, critical thinking and cognitive flexibility. Students will be exposed to emerging technologies and develop skills for transferring STEM knowledge. They will expand their understanding of the iSTEM process, an iterative engineer design framework, which will underpin all further STEM learning in Stages 4, 5 & 6.

Science

Stage 3 students will complete an additional hour of science with their classroom teacher each week. Students will investigate how and why food and fibre are produced in managed environments, using sustainable methods. They will also explore how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use.



Library

Students will continue to attend Library lessons with Ms Whelan fortnightly. This term will focus on ethical decision-making and how it might be reached, and using evidence to choose a course of action or reach a conclusion. Our thinking will be based on senior picture books.

Homework

We have provided students a new and refreshed homework grid for this term. Students should continue to practise spelling and times tables every week, and read for pleasure as much as possible. 'Mangahigh' will continue to be updated with new activities, which will reflect the topics learned in class. Students can also choose individual 'Mangahigh' math activities of their own interest to explore.

Please note that homework is not compulsory, however, we do encourage students to do these activities where possible, in order to set good learning habits prior to high school.

Classroom items

As we begin a new term, we request that students check their belongings to see if any equipment needs replacing or replenishing. All Stage 3 students will have their own tote tray in the classroom to store their belongings. **We expect that all students come to school prepared with their own belongings, such as pens, pencils, highlighters, a whiteboard marker, ruler, scissors and a glue stick. Please note that whiteout is not permitted.**

Kind Regards,
Ms Burke, Mr Elix, and Miss Mannion
Stage 3 teachers