



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Year 3/4R Term 1 2026

Meet the Burnside Year 3/4 Team

Class Teacher:
Riani Rattray



Hello 3/4R families. My name is Riani Rattray and I'm beyond ecstatic to be teaching Year 3/4 this year. I'm excited to support everyone in reaching their full potential, both in their academic growth and personal development. In my downtime I love spending time with my kids, watching musical theatre productions, live music, and eating out. You can reach me at rratt11@eq.edu.au. I look forward to working with you on your student's learning journey this year.

Inclusion Teacher: Reece Toomey



Hello, my name is Reece Toomey. This year I will be the Inclusion teacher for grade 3 and 4. You can find me in the middle room of C block. I can be contacted by email on rtoom6@eq.edu.au. I love board games, surfing and cooking. I look forward to working with the year 3 and 4 students in 2026.

Specialist Team

Performing Arts – Shane McLennan



Physical Education - Liam Schofield



STEAM- Julianne Golding & Carter Ford



Key Events

Parent information sessions 10th February
Clean up Australia Day 2nd March
P&C AGM Meeting 10th March
NAPLAN 11th-20th March
Harmony Day 20th March
P-6 Cross Country 25th March
Parent Teacher Interviews 31st March
P&C Movie Night 1st April
Easter Bonnet Parade 2nd April
Good Friday 3rd April

Parades

Friday 8:50am
Even weeks

6th February – Week 2
20th February – Week 4
6th March – Week 6
20th March – Week 8

Messages

Students are expected to complete their homework each week. Homework is intended to consolidate knowledge taught and should be able to be completed independently. If your child is having difficulties, please email your classroom teacher to discuss. It is important that students in Year 3/4 take responsibility for having their homework completed and handed in on time.

English	Maths	Science	Humanities – Social Sciences	The Arts	Health	Physical Education	Technologies
Speaking and Listening Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers’ reaction to the text. They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models. Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience Assessment Task: Students will create a presentation to relate ideas and express opinions about an imaginative text 	Unit description As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: - recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies - manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system - develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practise - explore maps and determine key features of familiar spaces and use these when creating spatial representations - undertake a statistical investigation that is meaningful, allowing decision-making about the use and representation of data and communicate findings Year 3 Assessment Task: Space <i>Short answer response</i> Students will locate and identify positions of features on a map. To move positions by following directions and pathways on a grid. Year 3 Assessment Task: Statistics <i>Investigation</i> Students will use a range of methods to collect, record, represent and interpret categorical data in response to questions. Year 4 Assessment Task: Space Students will create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns. Year 4 Assessment Task: Statistics Students will conduct a statistical investigation to collect data, create many-to-one displays and interpret and communicate findings.	Investigating water Students observe how local water sources change over time, such as in evaporating puddles, faster flowing creeks after rainfall or rising and falling dam or tank water levels. They learn how scientists use rainfall and water usage data to explain changes in water flow and availability over time. Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools. Students consider the importance of saving and recycling water and share ideas about how individuals and communities can take action to reduce water consumption and waste. Assessment Task: Students will construct representations of the water cycle and describe the movement of water through the environment, investigate how data is used to make decisions about the use of water and share findings using scientific vocabulary. 	Australia Past and Present In this unit, students learn about Europeans’ exploration and settlement of Australia, and the nation’s establishment as a Federation with laws and citizenship rights. Assessment Task: Students investigate factors that shape identity, the importance of laws, the significance of Cook’s exploration, and causes and effects of the First Fleet.	Drama - Dramatic traditions In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. Assessment Task: Dramatic traditions: Collection of work Student’s devise, perform and respond to a drama based on storytelling. 	Managing changes and understanding influences on behaviours Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness and describe how inclusion and stereotypes can influence decision-making and actions. Assessment Task: Students identify and describe influences and strategies to manage emotions and changes.	Adapting movement strategies (Semester of work) Students interpret health information and messages and reflect on how they affect decisions and behaviours to enhance their health, safety, relationships and wellbeing. Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations. Assessment Task: Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships. 	What's for lunch? In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies Assessment Task: Portfolio Student’s design and make a lunch item that includes modern and traditional technologies.

BURNSIDE STATE SCHOOL 2026

