Are you on TRACK?

Thoughtful

Respectful

Accountable

Cooperative

Kind

Year 3/4 Term 2 2026

The Burnside Year 3/4 Team		Meet the Burnside Specialist Team		
Class Teacher: Riani Rattray		***Performing Arts – Shane McLennan***		Hi my name is Shane McLennan and it is my proud duty to be The Arts teacher at Burnside State School. I perform this work because I know that some of the greatest lessons in life can be learned through The Arts, not the least being the improvement of self-confidence, engaging in critical thinking and finding fun in learning! My wife and I moved to Palmwoods four years ago and have formed many community bonds in the Sunshine Coast hinterland, for which we feel very welcomed. I am available Mondays to Thursdays at school if you wish to contact me regarding your child's Arts learning and I look forward to hearing from you.
Inclusion Teacher: Reece Toomey		***PE – Liam Schofield***		My name is Liam Schofield and I will be teaching Physical Education across all year levels. I can be contacted by email on lksch2@eq.edu.au. I am excited to be focusing on fundamental motor skills in the lower years with specific movement activities and extending these motor skills through the upper years with a variety of sports throughout the year to enhance student physical performances throughout school and extracurricular events.
		STEAM- Nikita Mason-Caine		Hi my name is Nikita Mason-Caine and I will be teaching design technology from Prep to Year 4 this term. We will be focusing on the design process, where we look for design solutions to existing problems.

Key Events	Assemblies – Even weeks Friday at 8:50am	Year Level Messages
24th April - ANZAC day school ceremony 5th-7th May - UniSC MindSET-do Incursion 8th May - Loved one's stall 17th June - Year 3-6 Sports Day	Week 2 – 1st May Week 4 – 15th May Week 6 – 29th May Week 8 – 12th June Week 10 – 26th June	*Welcome back to Term Two. It has been a great start to the year by our students as they have settled in well to school and class routines. We look forward to building this through Term two. This term homework expectations will remain the same however we have a focus on times tables and quick recall of basic number facts. Can you please ask you child if they are missing any school supplies as many students have run out of supplies or did not have them (scissors, quad (maths)books, rulers, erasers, lead pencils and rulers).* *As always if you have any questions or concerns you can contact your classroom teacher.*

English	Maths	Science	HASS	The Arts	Health	Physical Education	Technologies
Reporting on Topics of interest Students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers. Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary. Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts **Assessment Task 2.1** **Students read, view and comprehend informative texts.** Assessment Task 2.2 Students create a written and multimodal informative text for an audience. 	**Number, Mathematical Modelling & Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build understanding of odd and even numbers, number facts addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together • use a range of physical or virtual materials to develop mathematical thinking such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context • solve everyday problems involving duration of time including converting units of time using relationships between units. Year 3 **Assessment Task 2.1:** **Number and mathematical modelling** **Students will partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers, make estimates and determine the reasonableness of calculations and use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts.** Assessment Task 2.2: Measurement **Students will estimate, compare and measure the duration of events using formal units of time.** Year 4 Assessment Task 2.1: Number & Mathematical Modelling **Students will use the properties of odd and even numbers, choose rounding and estimation strategies to determine reasonableness, use proficiency with addition and multiplication facts to add, subtract, multiply and divide and use mathematical modelling to solve practical financial problems.** Assessment Task 2.2: Measurement **Students will convert between units of time when solving duration problems.**	**Living and non-living things** Students use provided scaffolds to classify and compare living and non-living things. They explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply. For example, fire appears to have some characteristics in common with living things but is non-living. Students examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals. They are supported to use more sophisticated ways of identifying patterns and relationships, such as using tables and models to relate physical characteristics of living things with their activity at different stages of their life cycle. They use digital photographs, concrete materials and drawings to represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages. Students explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs and other animals. **Assessment task – Classifying and comparing living things and non-living things** **Students will classify and compare living and non-living things and different life cycles and explore patterns and relationships.**	**Australia – Past and present (Semester of work)** In this unit, 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 impacts of the First Fleet.**	**Poetry in motion** In this unit students make media artworks that explore animation, sound and characterisation through humorous poetry. They will describe and discuss media artworks they make and view. **Assessment Task:** **Collection of Work:** • **Planning & Designing** • **Creating** • **Responding**	**Respectful and safe behaviours** **(Semester of work)** Students describe how inclusion and stereotypes shape their behaviours and decision making. They practise and explore actions they can take when faced with challenges, such as instances of hurt or disrespect, or when seeking, giving and denying permission. **Assessment Task:** **Students describe influences on choices and actions and apply strategies to manage online and offline safety.**	**Athletic spectacle** In this unit, 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. **Assessment Task - Athletic spectacle** **Students apply fundamental movement skills and movement concepts and adapt movement strategies in striking and fielding games**. 	**Pinball paradise** **(Semester of work)** In this unit, students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. **Assessment Task:** **Students make a pinball machine and design a games environment for its use.**