

Term 1 Newsletter

Class 3A & 3B

General Information

The students in Year 3 have settled in well and are working hard. They are using a variety of simple, compound and complex sentences in their writing of persuasive paragraphs. Students have been using a variety of reading comprehension strategies to build literal and inferred meanings to evaluate texts while increasing their vocabulary banks of word knowledge.

In Mathematics they are consolidating and extending their knowledge of new and familiar concepts and skills in fun and practical ways. Students also have been courageously tackling Mathematical problems by identifying the required operation and using number facts to solve them.

In term 1, we will have PE and Music lessons on Tuesday mornings and Thursday afternoons. Our library visits are on Tuesday afternoons. 3B students will be dismissed from the library as they are the last class of the day. Homework is due Wednesday morning and computing lessons are Wednesday for 3A and Friday last session for 3B. If you have any questions regarding what's happening in our class, please feel free to come see us.

English

First half of term 1:

Analysing and creating persuasive texts

In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.

Assessment:

To examine ways persuasive language features are used to influence an audience.

Second half of term 1:

Investigating characters

In this unit students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.

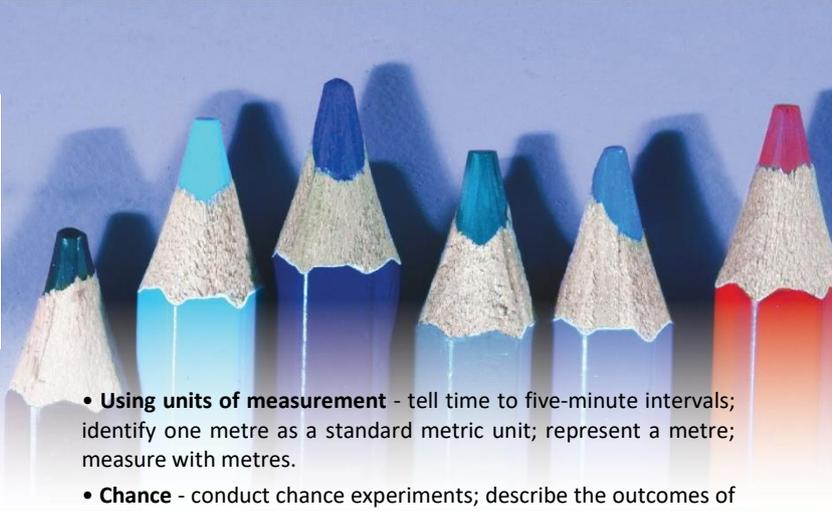
Assessment:

To write an imaginative narrative on a familiar theme of 'friendship' that develops characters.

Maths

First half of term 1:

• **Number and place value** - count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts.



• **Using units of measurement** - tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres.

• **Chance** - conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments.

• **Data representation and interpretation** - collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.

Assessment:

To collect and interpret data from simple chance experiments.

To recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers. To use simple strategies to reason and solve a measurement inquiry question.

Second half of term 1:

• **Number and place value** - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten.

• **Fractions and decimals** - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections.

• **Money and financial mathematics** - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.

• **Patterns and algebra** - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns.

• **Shape** - identify and describe the features of familiar three-dimensional objects, make models of three-dimensional objects.

• **Location and transformation** - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.

• **Geometric reasoning** - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.

Assessment:

To use simple strategies to reason and solve a location inquiry question.

To recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.

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Science

Is it living?

In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things

Assessment:

To group living things based on observable features and distinguish them from non-living things.

Technology

Repurpose it!

Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes.

They will explore the role of people in design and technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.

Students will apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.

Humanities & Social Sciences

Our Unique Community

In this unit, students:

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions

Assessment: Our unique communities

Purpose statement: To investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.

Physical Activity

Health

Good friends

In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.



Assessment: Students recognise strategies for managing change and examine influences that strengthen identity. They will also investigate how emotional responses vary and understand how to interact positively with others in different situations.

Art

Art:

In this unit students will explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations

They will use materials, techniques and processes to explore visual conventions when making artworks; as well as present artworks and describe how they have used visual conventions to represent their ideas. Students will identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia.

Assessment: Collection of work.

Music

During Music this term students will make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

Performing Arts

During Dance this term students will make and respond to dance by exploring dance used in celebrations from a range of cultures.

During Drama this term students will 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.