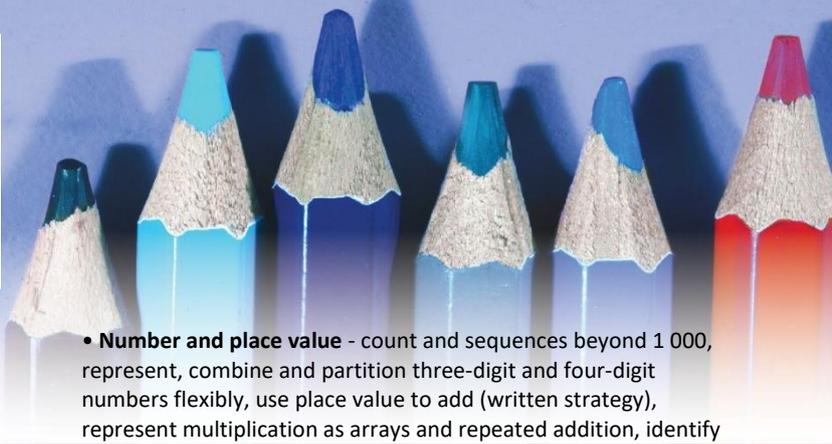


Term 3 Newsletter

Class 3B



General Information

Welcome back to term three and I hope you enjoyed some quality time with your family. This term homework will continue to be handed out on Monday and must be returned no later than Friday.

If you would like to help your child in Maths I suggest focusing on addition strategies as many children still are relying on their fingers to add and need encouragement to implement the strategies so that they can overcome this. Focus on learning those times tables too as they are so important particularly for next year.

I believe good readers make good writers. Continue to encourage reading at home regularly and enjoy precious moments reading with your child.

Library times, P.E. and Music times are remaining the same. Borrowing is Thursday afternoon and P.E and music is on Tuesday and Thursday. New Study Ladder tasks will be uploaded in line with the content covered this term for consolidation.

English

Examining imaginative texts: In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.

Assessment: To comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.

To create a multimodal imaginative text about overcoming a fear, using software.

Reading, Writing and performing poetry

In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning.

Assessment: To write and present an adaptation of a poem.

Maths

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

- **Number and place value** - count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract.

- **Money and financial mathematics** - represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals,

- **Fractions and decimals** - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths.

- **Patterns and algebra** - identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns.

- **Location and transformation** - describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical.

- **Units of measurement** - use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analogue clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts.

Assessment 1: To represent multiplication and solve multiplication problems using a range of strategies.

Assessment 2: To represent money values in various ways and correctly count change from financial transactions.

Assessment 3: To measure and compare objects using metric units for length, mass and capacity.

Science

In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas.

They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will

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plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements.

They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.

Assessment: To conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions.

Humanities & Social Sciences

Exploring places near and far

In this unit students will explore the following inquiry question:

- *How and why are places similar and different?*

In this unit, students:

- identify connections between people and the characteristics of places
- describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places
- interpret data to identify and describe simple distributions and draw simple conclusions
- record and represent data in different formats, including labelled maps using basic cartographic conventions
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- explain the role of rules in their community and share their views on an issue related to rule-making
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Assessment: To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.

Physical Activity

Students will perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly in the game of Newcombe.

Health

In this unit, students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.

Assessment: Students investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting.



Visual Arts

In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks.

Students will:

- explore artworks from Aboriginal artists and Torres Strait Islander artists who represent the land through symbolic pattern
- explore visual conventions (visual capture, textural rubbing, painting, collage)
- represent ideas (display / art conversations / reflections)
- compare artworks and use art terminology to communicate meaning.

Assessment: To use exploration of artists' work as inspiration for a collaborative artwork based on patterns and surfaces in the local environment.

Music

This term students will continue to explore Australian music. They will analyse this music using the music elements: tempo, tonality and texture, and explore the emotive devices used.

Drama

This term students will explore how the dramatic elements can be applied to speeches and persuasives. Students will create and perform their own news report to convey an important message.

Dance

This term students explore the concept of how dance tells stories. We will be watching and analysing a ballet and choreographing our own story.

Technology

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.

They will explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students will apply these processes and production skills to:

- investigating materials, technologies for shaping and joining, and how designs meet people's needs
- generating and refining design ideas for a pinball machine and a games environment
- producing a pinball machine that meets the design brief
- evaluating their design and production processes
- collaborating and managing by working with others and developing sequenced steps.

Assessment: To make a pinball machine and design a games environment for its use.

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