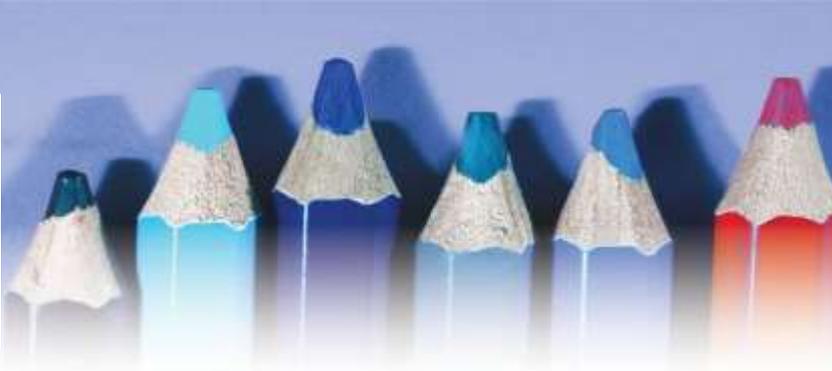


# Term 3 Newsletter

## Class 34C



### General Information

Welcome back to Term 3!

Please remember to check your child's school supplies in case they need replenishing; e.g. , highlighters, lead pencils, erasers, sharpeners, coloured pencils, books and sunscreen.

Last term 34C welcomed Mrs Sarah Schatkowski to our class. Mrs Schatkowski works in 34C on Fridays.

There are some important days and times to note for our class.

School Times -

School starts	8:50 am (classroom opens at 8:45am)
School finishes	2:55 pm
1st Break	10:50–11:20 am
2nd Break	12:50 –1:35 pm

Life Education visit – Week 1

School Fair

If there is anything else you'd like to know, please feel free to see us after school for a chat.

### English

This term the students will be studying 2 differing text types – information texts and traditional stories.

The first unit is completing information reports. The students have been furthering their abilities with report writing. The unit is closely connected to the Science unit with the assessment being an information report on an endangered animal. This unit was introduced in the latter part of Term Two and will be completed early this term.

The second unit for the term is examining and writing traditional stories. In this unit students read and analyse traditional stories from Asia. Students will develop an understanding of traditional stories by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. Students will be writing a traditional story with a moral or message.

### Maths

#### Year 3

The Year 3 students will be learning a variety of mathematical concepts this term.

Number and place value - count and sequence beyond 1 000 to 10000, represent, combine and partition three-digit and four-digit numbers, 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 - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, 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.

#### Year 4

Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.

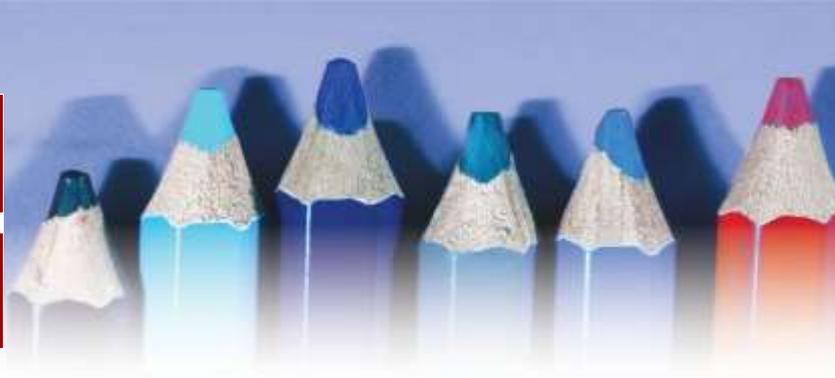
Fractions and decimals — equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.

Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change.

Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities.

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**Using units of measurement** — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.

Where possible students will be working on Maths concepts more suitable to their individual needs.

### **Science**

#### **READY. SET. GROW!**

Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They will identify when science is used to understand the effect of their own and others' actions. They will identify investigable questions and make predictions based on prior knowledge. They will discuss ways to conduct investigations safely and make and record observations with accuracy. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They will communicate their observations and findings.

### **Humanities and Social Sciences (HASS)**

#### **Sustainable Use of Places**

In this unit the students will be answering the inquiry question “How can people use environments more sustainably?” by the following:

Students will:

- # explore the concept of ‘place’ with a focus on Africa and South America;
- # describe the relative location of places at a national scale;
- # identify how places are characterised by their environments;
- # describe the characteristics of places, including the types of natural vegetation and native animals;
- # examine the interconnections between people and environment and the importance of environments to animals and people;
- # identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places;
- # investigate how people use, and are influenced by, environments and how sustainability is perceived in

different ways by different groups and involves careful use of resources and management of waste;

# recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments and;

# propose actions for caring for the environment and meeting the needs of people.

### **Design/Technology**

#### PowerPoint: Animal Habitats

In this unit, students will be introduced to and apply the skills of the PowerPoint presentation for the specific purpose of designing and creating a PowerPoint on an animal habitat. (A choice of 4 endangered animals)

### **Art**

Patterns with an indigenous perspective: 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.

### **Music**

During Music this term students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. During Dance this term students make and respond to dance by exploring dance used in celebrations from a range of cultures.

During Drama this term students make and respond to drama by exploring dramatic traditions and practices in stories of Australia by exploring bush poetry.

### **PE**

Students will apply strategies for working cooperatively and rules fairly. They will demonstrate refined striking/fielding (cricket/tee ball) skills and concepts in active play and games. They will apply skills, concepts and strategies to solve movement challenges in striking / fielding games.

### **Health**

Life Education

Mind Your Medicine

‘Mind Your Medicine’ helps children to explore medicines, how they can help and affect the body and why some people need them, as well as how the social and emotional aspects of health can positively or negatively affect health and wellbeing. In a game show format with games, quizzes and short videos, children are encouraged to answer questions, solve problems and start discussions to help them develop skills and strategies to navigate their way onto into a safe and healthy adulthood.

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- Factors that influence our self-worth
- Techniques for effective communication
- Identifying the impact of different factors on health and wellbeing
- Strategies for managing situations
- Medicines as drugs and the consequences of their misuse.

Students will also be participating in Daniel Morcombe Child Safety.

Students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing. The lessons are sequentially and developmentally structured and include activities to develop students' skills. The lessons are complemented by take-home postcards and class - completed activities to share with families. This promotes ongoing communication in the home environment about key safety messages and strategies to keep safe.