

Term 2 Newsletter

Year 3A



General Information

I hope you all had a nice break. 3A has now moved to K-Block. Homework will still be handed out on a Friday and due in by the following Thursday (or earlier). Please encourage your child to read nightly to you. Remy, our class dinosaur, will continue to go home for a family visit starting in Week One of this term.

Please ask your child what stationery he/she requires for the entire term as some students had no pencils, rubbers, rulers and glue prior to the holidays.

NAPLAN for Year 3 will occur in May from the 14th to the 16th. Students will be involved in NAPLAN practice in the first few weeks of Term 2.

Students will require a thumbdrive at school commencing Week Two for them to save their Science Powerpoint for assessment (Sun, Earth and Moon). This thumbdrive will need to stay at school and not go home until the end of the term.

In Design Technology this term, the students will be designing and making paper planes that can carry cargo. If you have any time to help your child research, make and fly a variety of paper planes at home in the first month of this term, it would be advantageous for your child's learning.

In Visual Arts, the students will be constructing a tall free-standing structure using a variety of joining techniques. He/She will write an Art Brief for the artwork on its colour, size, shape, line, proportion and aesthetic qualities. Feel free to give your child ideas on how he/she could construct a stable and strong building with everyday materials.

Please encourage your child to continue practising their keyboard skills where possible outside of school hours with Typing Tournament. If your child has misplaced their home UserName and Password details for this site, let me know and I will reprint another copy for them to use at home.

Here's to another busy but enjoyable Term Two!

English

In Term 2, the students will listen to, read, view and analyse informative and literary texts. They will create and present a spoken recount of life as a soldier at Gallipoli. They will make inferences about characters and settings and draw connections between the text and their own experiences.

Science

The students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows.

They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. They will make observations of the changes in sunlight throughout the day.

They will investigate how Earth's movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record.

They will use formal measurements. Students will represent their data in tables and simple column graphs to identify patterns and explain their results. They will identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students will explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They will create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.

HASS

In Semester One, the students will conduct an inquiry to answer the question: How and why are ANZAC Day commemorations significant for different groups?

Maths

Assessment 1: Students classify numbers as either odd or even.

Assessment 2: Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.

The children will also do work with fractions – halves, quarters, eighths and thirds. They will count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions and solve a range of simple problems involving money. The children will identify and describe the features of familiar three-dimensional objects and make models of three dimensional objects. They will represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features and represent movement and pathways on a simple grid map. The children will identify angles in the environment, construct angles with materials and compare the size of familiar angles in everyday situations.

Health

ASSESSMENT -Feeling safe.

Students will investigate how emotional responses vary and will understand how to interact positively with others. They will use decision-making and problem-solving skills to select and demonstrate strategies that will help them stay safe.

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Visual Arts

ASSESSMENT (STEAM)

Tiny world V Tall World.

The students will design and construct the tallest free standing structure. They will write the art brief for the aesthetic attributes of the structure.

Digital Technology

For the second part of the Semester, students will continue to explore ICT skills across different curriculum areas to develop further their confidence and competence at using a computer and computer programs. For Digital Technology, the students will identify hardware, software and peripheral devices. They will also be given scenarios where they will have to describe the digital systems they can use to solve the problems. Over the course of the year, the children will design and implement a simple guessing game using visual programming language.

Design Technology

Cargo Contraptions

In this unit, students will investigate how forces and the properties of materials affect the behaviour of a product or system. 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. The students will design, make, fly, and evaluate paper airplanes that carry cargo.

Music

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

Dance

During Dance this term, students will create sequences of movement to represent animals effected by drought.

Drama

During Drama this term, students will continue to make and respond to drama by exploring dramatic traditions and practices in stories of neighbouring countries Bali and Thailand.

Physical Education

Students will perform the refined fundamental movement skills of throwing, catching and balancing, and apply movement concepts to solve movement challenges.