



Teacher: Rebecca Stephenson

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

- 3 May - QLD Symphony Orchestra Excursion (Instrumental students only)
- 5 May- Mother's Day Stall
- 6 May- Maths Celebration Class Visit
- 10-13 May- NAPLAN- Yr. 3 & 5
- 23-24 May – Senior Athletics Trials
- 25 May- School Photos
- 26 May – School Photos
- 6-7 June- Senior Athletics Carnival
- 14 June – Music Concert Celebration
- 16 June- Year 3 Planetarium Science Excursion (Y3 only)
- 20 June- Year 3-6 Disco

Specialist Lessons to remember

- Assembly** Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.
- P.E** is Monday at 9.30am and Tuesday at 10am (Please wear Sports uniform)
- Music** is Tuesday at 9.30am
- Art** is Wednesday at 12.15pm
- LOTE** is Thursday at 8.30am
- Library** is Friday at 12.15pm
Please bring a library bag to borrow books.
- Homework** is due on Friday each week.

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	<p>Year 3 = Students will read, view and discuss imaginative texts, before writing narratives of their own. Students will create a character profile for their imaginative text, after examining other characters. They will learn about the structure of the text, descriptive language choices such as noun groups and types of verbs used in narratives. Students will also learn techniques for presenting their character using images as well as words.</p> <p>Year 2 = Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p> <p>During reading lessons, students will focus on reading texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.</p>	<p>Students will write an imaginative text based on the theme of friendship. They will follow the narrative text structure: orientation, complication and resolution. Students will order events in the narrative to make sense and entertain the reader. Students will present their narratives with visual features such as illustrations or other images, as well as words.</p>
Maths	<p>Number and Place Value Year 3 = students will use place value to add and subtract numbers, and recall addition number facts. Year 2 = students will Identify the missing element in a number sequence.</p> <p>Patterns and Algebra Year 3= students will infer pattern rules from familiar number patterns, identify and continue additive number patterns, and identify missing elements in number patterns. Year 2 = students will complete and describe number sequences involving twos, threes and fives</p> <p>Money and financial mathematics Year 3 =students will represent time to the minute on digital and analog clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts. Year 2 = students will tell time to the quarter hour and use a calendar to locate information.</p> <p>Statistics and Probability Year 3 = students will conduct simple chance experiments, list possible outcomes, collect and interpret data. Year 2 - describe outcomes for everyday events and make simple inferences.</p>	<p>In Number, students will classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction. Year 2 will accurately complete number sequences involving multiple missing elements.</p> <p>In Measurement, students will tell time to the nearest minute and solve problems involving time. Year 2 will tell time to the quarter hour and use a calendar to locate information.</p> <p>In Statistics and Probability, students will collect and interpret data from simple chance experiments and describe chance using correct terms.</p>

	Content	Assessment
Science	<p>Year 3 = Students will develop their understanding of the movement of Earth to be able to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will learn to identify the observable and non-observable features of Earth and compare its size with the sun and moon. Observations of the changes in sunlight throughout the day and investigations of how Earth's movement causes these changes will be discussed. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. They will represent their data in tables and simple column graphs to identify patterns and explain their results.</p> <p>Year 2 = Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation.</p>	<p>In Year 3, students will create a poster presentation to explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.</p> <p>In Year 2, students will identify that certain resources have different uses. They will describe examples of where science is used in people's daily lives and use informal measurements to make observations. Students will represent observations and communicate ideas.</p>
HASS (Humanities and Social Sciences)	<p>Students will work on identifying individuals, events and aspects of the past that have significance in the present. They will learn about aspects of their community that have changed and remained the same over time, as well as how and why people participate in and contribute to their communities. Students will learn to form a point of view about the importance of different celebrations and commemorations to different groups. They will learn to sequence information about events and the lives of individuals in chronological order.</p> <p>In Year 2, students will consider the impacts of technology over time: In this unit, students will explore how changes in technology have shaped our daily life.</p>	<p>Students will gather evidence and display their ability to:</p> <ul style="list-style-type: none"> - describe how significant individuals, events and aspects of the past are remembered today - identify a point of view about the importance of different celebrations and commemorations to different groups - explain how and why people participate in and contribute to their communities - pose questions and locate and collect information from sources, including observations to answer questions.
Technology	<p>In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language.</p> <p>In Year 3, students will use this knowledge to create a Who Am I? Game using simple coding skills.</p> <p>In Year 2, students will learn to code and apply digital technology knowledge skills through guided play and tasks</p>	<p>What digital systems do you use?</p> <p>Students in Year 3 will demonstrate their knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.</p> <p>In Year 2, students will follow and describe a series of steps to program a character to follow a path. They will write and program a series of moves and turns to move their character in Tynker.</p>
Health	<p>Year 3 = Good Friends - 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 also reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p> <p>Year 2 = In this unit, students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences.</p>	<p>The assessment task requires students to 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.</p> <p>Year 2= Students will investigate and gather information about two children from different backgrounds. They will compare items of interest of their selected child and themselves. They will use this information to create a picture book.</p>