



Teacher: Cindy Martin

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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.

Dates to remember:

- 7th May: Year 3 Planatarium Excursion
- 26th-27th May: School Photos
- 10th-11th June: Senior Athletics Carnival
- 21st June: Harmony Day Parade - 9am
- 21st June: 3-6 Disco - 12:45pm
- 22nd June: Instrumental concert – 9am
- 23rd June: Report Cards distributed (Q Parents)

Specialist Lessons to remember

- Library** borrowing is Monday. Please bring a library bag to take home a book.
- Assembly** Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.
- Music** is Tuesday 11.15am
- P.E** is Tuesday 11.45am
- Religious Instruction** is Friday at 8.30am.

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

	Content	Assessment
English Year 2 and 3.	<p>This term, students will be analysing and creating Persuasive Texts, such as letters. They will learn to:</p> <ul style="list-style-type: none"> • Understand the audience and purpose of a text. • Understand how evaluative language can persuade an audience. • Understand how to comprehend a text. <p>During the second part of the term, students will be investigating characters & examining imaginative texts around the theme of Friendship.</p>	<p>Writing Genre: Persuasive Students will write a persuasive letter to the Principal representing their point of view on a subject. Students will write their persuasive text using paragraphs, everyday language features including high modality, rhetorical questions, powerful statements and topic specific vocabulary. They will also be assessed on spelling and punctuation.</p> <p>Reading: Students will read texts that contain varied sentences structures, some unfamiliar vocabulary and a significant number of high frequency sight words and images that provide extra information. Students will monitor meaning and self-correct using knowledge of phonics, punctuation, semantics and context. Students will be assessed on using knowledge of a wide variety of letter sound relationships to read words of one or more syllables with fluency. They will comprehend literal and implied meanings in a text and identify and explain the author’s use of language.</p>
Maths -Year 2	<p>Patterns and Algebra In Mathematics this term, students will recognise increasing and decreasing number sequences involving 2s, 3s and 5s and will identify the missing element in a number sequence.</p> <p>Geometry and Measurement: Students will tell time to the quarter-hour and use digital and analogue clocks to read time. They will also use a calendar to identify the date and the months included in seasons.</p> <p>Chance and Data: Students will describe outcomes for everyday events and use the language of likelihood including impossible, possible and certain.</p>	<p>Patterns and Algebra Assessment: To complete and describe number sequences involving twos, threes and fives.</p> <p>Geometry and Measurement: Assessment: To tell time to the quarter hour and use a calendar to locate information.</p> <p>Chance and Data: Assessment: Describe outcomes for everyday events and demonstrates understanding of chance when problem solving and reasoning.</p>

	Content	Assessment
Maths Year 3	<p>Number and Algebra: Students recognise the connection between addition and subtraction and demonstrate their knowledge by showing fact families. Students will classify numbers as either odd or even. They recall addition facts for single-digit numbers and will continue number patterns involving addition and subtraction.</p> <p>Measurement and Geometry: Students will manipulate analogue clocks and continue their learning of telling the time to quarter past, and quarter to. Students will also learn how to tell time to the nearest minute.</p> <p>Chance and Data: Students will conduct some simple and fun chance experiments and list possible outcomes. Students will expand on their knowledge of collecting data when conducting experiments on chance.</p>	<p>Number and Algebra: Assessment: To recognise the connection between addition and subtraction and to classify numbers as either odd or even. Students will recall addition facts for single-digit numbers and continue number patterns involving addition and subtraction. They will also use addition, subtraction and number patterns when problem solving and reasoning.</p> <p>Measurement and Geometry: Assessment: To tell the time to the nearest minute and use knowledge of time to the nearest minute when problem solving and reasoning.</p> <p>Chance and Data: Assessment: To conduct chance experiments and list possible outcomes and to use their understanding of chance when problem solving and reasoning.</p>
Science	<p>Year Two In this unit students will understand how a push or pull affects how an object moves or changes shape.</p> <p>Year Three 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.</p>	<p>Year Two Students will construct a simple toy using the different aspects of movement.</p> <p>Year Three 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>
HASS	Students examine the history and connections of people and places significant to their local community. Students will also identify features of their local community and construct a timeline of important events.	Student will be assessed on their knowledge and understanding of: -why a place should be preserved linked to the community and/or history of the place. -Students will explain the role of rules in their community
The Arts Year 2 and 3	<p>Dance: In this unit students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p>	<p>Dance Assessment</p> <p>Performing: Students will collaborate to make dances and perform with control, accuracy, projection and focus.</p> <p>Choreographing: Students will structure movements into dance sequences and uses the elements of dance and choreographic devices to represent a character.</p> <p>Responding to dance: Students will describe and discusses similarities and differences between dances they make, perform and view. They will also discuss how they and others organise the elements of dance.</p>

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Technology	<p>Year Two In this unit students will explore and use a range of digital systems. They will learn and apply digital technology knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Year Three 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. They will use this knowledge to create a Who Am I? Game using simple coding skills.</p>	<p>Year Two Students will identify common digital systems and explain the purposes of familiar digital systems. They will also use 'Blockly' to code and program using simple algorithms, moving a Dash Robot around a map.</p> <p>Year Three What digital systems do you use? Students 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. App: Tynker</p>
Health	<p>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>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>
P.E	<p>Year 2 Unit: They Keep Me Rolling Students will demonstrate fundamental movement skills while using scooter boards. They will manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges.</p> <p>Unit: Athletics Students will participate in a unit on Athletics. They will develop skills in throwing a shot put and discus with correct technique. Students will develop long and high jump ability by performing various drills to improve run up, take-off and landing. They will learn basic field event rules and procedures, in preparation for sports day trials and competition. Students will participate in drills to develop sprinting technique leading up to performance of the 100 and 200m sprint during trials and sports day competition.</p>	<p>Year 2 Students will be assessed on how well they manoeuvre a scooter board in different movement situations and test alternatives to solve scooter board challenges. They will demonstrate positive ways to interact with others in cooperative scooter board challenges.</p> <p>Year 3 Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and technique sequences in the athletics events: sprinting, high jump and shot put</p>
Music	<p>This term students in this class will learn to identify and perform basic rhythms and ostinatos. They will also continue to learn how to play the glockenspiel.</p>	<p>Students can identify and perform rhythms and play the glockenspiel using good technique, melodic and rhythmic accuracy.</p>