



Teacher: Kristy Johnston

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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

Homework is given out Monday and is due on Friday each week.

Music is Wednesday at 8:30am.

P.E is Wednesday at 9:00am.

Japanese is Thursday at 9:30am

Library is Monday at 8:30am

Please bring a library bag to take home a book.

Religious Instruction is Friday at 9:00am.

Assembly Alternate Mondays at 1:30pm in the hall. Please check weekly update for special dates.

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

	Content	Assessment
English	<p>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. Students will participate in guided reading sessions four times a week, working in small groups. In these groups and in modelled reading lessons, students will be taught strategies to build literal and inferred meaning in texts. Spelling words will be based on year level words and will involve both pre and post weekly testing. Students will also study grammar, punctuation and vocabulary appropriate to this year level.</p>	<p>Students will write an imaginative text based on the theme of friendship. This will require students to present their narratives with visual features such as illustrations or other images, as well as words. When reading, students will be assessed on their ability to use decoding and comprehension skills when reading and comprehending a variety of texts. They will be asked literal and inferential questions.</p> <p>Students will continue to be tested on their spelling list words each week. Following the pre-test students are provided with an individualised spelling list to learn for the week. The spelling words are then tested each week.</p>
Maths	<ul style="list-style-type: none"> • Number and place value - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. • Fractions and decimals - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections. • Money and financial mathematics - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. • Patterns and algebra - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. • Shape - identify and describe the features of familiar three-dimensional objects, make models of three-dimensional objects. • Location and transformation - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. • Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. • 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 analog clocks, telling time to five minutes and minute, transfer knowledge of time to real-life 	<p>Students will be assessed on their recall of addition and subtraction number facts, as well as their understanding of place value when partitioning, rearranging and regrouping numbers.</p> <p>Measuring length, mass and capacity using metric units: Students will use metric units to measure and compare length, mass and capacity.</p>

	Content	Assessment
Science	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.	Students will create a poster presentation to explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.
HASS (Humanities and Social Sciences)	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.	Students will conduct an inquiry into how and why Anzac Day commemorations are significant for different groups of the community, and how this has changed over time.
The Arts	Patterns in the playground 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. They will <ul style="list-style-type: none"> • 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. 	Students use exploration of artists' work as inspiration for a collaborative artwork based on patterns and surfaces in the local environment. Students will collaborate to plan and make artworks that are inspired by artworks they experience. They will use visual conventions, techniques and processes to communicate their ideas.
Technology	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.	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.
Health	Students will investigate how emotional responses vary and understand how to interact positively with others. They will use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.	The assessment task requires students to how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.
P.E (Physical Education)	<u>Unit: Athletics</u> 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.	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
Music	This term students will learn how music is used to represent characters and actions. They will create their own music to match up with a short story of their choice.	Students can create music and sounds to represent characters and actions using the elements of music.
Japanese	Students will learn how to use language to explore the concept of School Life in Japan and make connections with own school experiences. They will also participate in a variety of cultural activities aligned with the Japanese calendar.	1. Observation record of simple everyday Japanese language used within the classroom. 2. Reading comprehension test of a school timetable in Japanese.