



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:

22nd October: Australian Girls' Choir Workshop

25th October: Reverse Garbage Incursion

29th October: Public Holiday, World Teachers' Day and Day for Daniel

6th December: Christian Christmas Concert

7th December: Year 6 Graduation

10th December: Last day of school

Moving Up Day TBA

Specialist Lessons to remember

Library Wednesday 8.45am

Music Tuesday 11.15am

P.E Tuesday 11.45am

Home Reader Folders due back **Fridays**

Homework due Monday

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

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

	Content	Assessment
English	<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> <p><u>Year 3: Students will be assessed on:</u></p> <ul style="list-style-type: none"> • Innovating on a poem that includes language features, characters and patterns to engage readers. • Controlling text structure, including rhyme and rhythm. • Explaining how the choice of language features such as rhyme, rhythm and onomatopoeia are used to effect reader reaction. • Using language features such as adjectives, noun groups, verbs and adverbs to provide details about characters and events. 	<p>Writing: Reading, writing and performing poetry In this unit students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. Students will focus on language features including verbs and noun groups, as well as the poetic devices of Onomatopoeia, Alliteration, Repetition, Rhythm and Rhyme.</p> <p>Year 3: Students will be assessed on;</p> <ul style="list-style-type: none"> • Listening for and manipulating sound combinations and rhythmic sound patterns • Using everyday language features and topic specific vocabulary • Explaining a preference for poetry using comparisons • Writing and innovating on a poem that uses imagination and information learnt in class • Presents a poem varying their tone and pace in response to sound at word patterns in the text to engage an audience. • When presenting, students will use pause and expression for effect.
Maths -Year 2	<p>Fractions and decimals In this unit, students will recognise and interpret common uses of halves, quarters and eighths of shapes and collections.</p> <p>Money and financial mathematics In this unit, students will count and order small collections of Australian coins and notes according to their value.</p>	<p>Fractions and Decimals Students will be assessed on dividing collections and shapes into halves, quarters and eighths and will use their knowledge of halves, quarters and eighths when problem solving and reasoning. Students will need to use mathematical language when explaining why a shape is or is not a common fraction, and will need to demonstrate fluency when dividing collections up to 24.</p> <p>Money and financial mathematics Students will be assessed on collections of Australian coins with their values, solving problems involving values of collections of coins, using the least amount of coins to make a given value and efficiently and accurately apply money-counting strategies to compare the value of collections of coins and notes.</p>

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Maths Year 3	<p>Fractions and decimals In this unit, students will model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole</p> <p>Money and financial mathematics In this unit, students will represent money values in multiple ways and count the change required for simple transactions to the nearest five cents</p>	<p>Fractions and decimals Students will be assessed on modelling and representing unit fractions, using and understanding unit fractions when problem solving and reasoning, explaining which unit fraction is larger by partitioning shapes and using mathematical language and calculating unit fractions of a collection in a problem.</p> <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Students will be assessed on representing money values in various ways. • Correctly count out change from financial transactions. • Grouping coins and notes in different ways to represent the same values. • Uses efficient strategies to accurately calculate the change of common financial transactions. • Compares and identifies values that are less than, greater than or the same as another value • Explains strategies to give correct change.
Science	<p><u>Year Two</u> Mix, make and use- Reverse Garbage Incursion In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. They will describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p> <p><u>Year Three</u> Students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will understand the properties of solids and liquids and understand how to define an object as either a solid or a liquid. Students will evaluate how adding or removing heat energy affects materials used in everyday life.</p>	<p><u>Year Two</u> Students will be assessed on their ability to explain why materials have different uses and give reasons for prediction using science understanding. Students will record logically sequenced and detailed observations and represent and communicates observations and ideas clearly, using scientific language and why materials were chosen.</p> <p><u>Year Three</u> Students will investigate about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>
HASS Year 2	<p>Present connections to places In this unit students will explore the following inquiry question: • How are people connected to their place and other places? Learning opportunities support students to: • draw on representations of the world as geographical divisions and the location of Australia • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and</p>	<p>Assessment: Students will identify relevant factors that influence their own and others' connections to places, and accurately identify scale of places and divisions on a world map. They will accurately label and locate information on a map and use relevant data to explain connections to places. Students will communicate findings about connections to place through narratives that use geographic terms.</p>

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HASS Year 3	<p><u>Year 3:</u> Students will explore the following inquiry question: How and why are places similar and different? Students identify connections between people and the characteristics of places, interpret data to identify and describe simple distributions and draw conclusions. Students will also describe the diverse characteristics of different places at the local scale and explain their similarities and differences.</p>	<p><u>Year 3:</u> Students will identify, describe and interpret data about Australian places and explain the importance of making decisions democratically. They will also learn the role of rules in the community and actions in responses to an issue. Students will record and represent data in different formats, including labelled maps using basic cartographic conventions.</p>
Technology	<p>Design Technologies: Repurpose It. Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose recycled materials to create a solar oven. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.</p>	<p>Students will apply understanding of the properties of materials and components to repurpose materials into a functioning solar oven. They will describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.</p>
Health	<p>Cyber -safety Students will learn how to become safe and responsible digital citizens by only sharing personal information with people they trust and keeping their computers safe. They will also learn about the importance of seeking guidance from a trusted adult when they feel unsafe or uneasy online or if they experience cyberbullying.</p>	<p>Collection of work: Students will be assessed on the safety of their personal information—what it is, who should it be shared with and how can it be used. They will communicate how they can protect themselves and their personal information.</p>
Art	<p>Media: Look Again Collection of work Students explore how photographic portraits represent moments in time and how technology can manipulate reality in media artworks.</p>	<p>Collection of work: To explore how photographic portraits represent moments in time and how technology can manipulate reality in media artworks. Responding • Discuss your own and other people's photographic portraits. Making • Plan and design (Pre-production) — create (compose) a self-portrait that represents the future. Production — create and display photographic portraits. o Use props and technology to create and manipulate photographs that represent the future. o Select appropriate sound clips to accompany images. o Display photographs.</p>