3M Class News   Term 2 – 2025

Aim High

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Points of interest
The first bell rings at 8:25am. School begins at 8:30am. Please ensure students are on time.

Breakfast Club – Tuesdays & Thursdays at 8am in the hall
Labour Day Public Holiday - 5 May
Mother's Day Stall – 7 May
Semester 1 Music Celebration Concert – 11 June
Senior Sports Day 1- 20 June
Senior Sports Day 2 – 23 June

Specialist Lessons to remember

Homework is due on Monday each week, and will be sent home on Tuesday afternoon.

Science is on a Monday at 11:30am
Japanese is on a Tuesday at 9:30pm
Library is on a Thursday at 8:30am. Please bring a library bag to borrow books.
The Arts is on a Thursday at 1:30am
P.E is on a Friday at 10:00am (Please wear Sports uniform).

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	Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary. Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features. Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.	They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They create written and multimodal texts to inform audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

	Content	Assessment
Maths	**Number and Algebra** • manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping • model situations and solve practical problems • begin to apply understanding of algorithms and technology to experiment with numbers and recognise patterns • develop addition and multiplication facts • learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context **Measurement** • use metric units to measure and compare events become increasingly aware of the usefulness of mathematics to model situations and solve practical problems	They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, and tens, and using a range of strategies. Students use familiar units when estimating, comparing and measuring the attributes of events. Students estimate and compare measures of duration using formal units of time.
HASS (Humanities and Social Sciences)	**Our Unique Communities -** How do people contribute to their unique communities? In this unit, students will identify individuals, events and aspects of the past that have significance in the present and identify and describe aspects of their community that have changed and remained the same over time. Students will explain how and why people participate in and contribute to their communities and identify a point of view about the importance of different celebrations and commemorations to different groups.	Students will gather evidence and display their ability to: - 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.
Health	**Netiquette** Students interpret health messages related to cyber safety and discuss the influences on safe online choices. Students describe the connections and benefits students have within an online community and identify resources available to support their online safety.	Students interpret health messages related to cyber safety and discuss the influences on safe online choices. They describe the connections and benefits students have within an online community and identify resources available to support their online safety.