

Welcome to Term 2 in Year 3!

"The cure for boredom is curiosity. There is no cure for curiosity" – Dorothy Parker

We finished Term 1 with plenty of memorable moments, learning opportunities and newfound knowledge. Term 2 is going to be yet another exciting chapter in the Year 3 journey. We will continue to focus on our school values of kindness, respect and determination.

Communication

Communication is very important to us and we value our partnerships with each parent. Please do not hesitate to contact us if you have any questions about your child's learning and development. We look forward to collaborating with you this term.

Specialist Timetable

Specialist	3A - Miss. Humble	3B - Mrs. Davis	3C - Miss. Cockburn	3D - Miss. Whitnell
<i>French</i>	Thursday	Monday	Wednesday	Thursday
<i>Art</i>	Monday	Wednesday	Thursday	Thursday
<i>P.E</i>	Thursday	Thursday	Monday	Wednesday
<i>Science</i>	Monday	Thursday	Thursday	Monday
<i>Library</i>	Wednesday	Tuesday	Thursday	Wednesday

Key Dates:

May	June
Week 2: Mothers and special person's event 6th	Week 8: Queens Birthday 13th
Week 2: District Cross Country 6th	Week 8: Term 2 Reports Live 17th
Weeks 3: Resilience Project Webinar 9th	Week 9: Parent Partnership Meetings
Weeks 3&4: NAPLAN 10th - 20th	Week 9: Last day of Term 23rd
Week 5: Education Week - 22nd - 28th	Week 9: Student free day 24th

Below is a short summary of our programs and structures for the term. We hope this helps to inform you of what and how we will be teaching. If you'd like any more information about any of these programs please contact us.

Literacy

Phonics and Morphology:

Students will continue to use the first 50 minutes of each day practising sounds of the Alphabet code through the use of Orton and Gillingham sound cards. Additionally, students will be learning Phonemic Awareness strategies to assist with decoding skills.

Literacy Instructional Model:

This includes the 50 minute Phonemic Awareness session, Reading Comprehension and Writing.

Review 10 minutes	Revisit of letter/sounds learnt in previous lessons using Orton Gillingham Drill Cards. Morphology: Suffixes: er, ly, ible/able, s/es, ed, less, y, ness, ing, ful. Spelling Rules when adding suffixes. Dictation: Check in of sounds being studied/revised
Phonics or Morphology 30 minutes	Phonics-Explicit spelling/sound lesson- this will include using Dandelion Decodable readers to explore sounds, as well as practising decoding strategies when reading these stories Students will continue to learn Morphology Awareness as they investigate which prefix/root/suffix is found in words, and will use a 'Lexicon' morphology dictionary. The Lexicon will showcase morphemes (smallest unit of sound in a word) and meaning.
Reading Fluency 10 minutes	Students will practise pace and expression in reading. Fluency tasks will include word lists, sentences, paragraphs and or short stories. Fluency lists/passages are practised throughout the week and students have the opportunity to share reading with each other.

Writing

Throughout this term, students will be cementing their understanding of Narrative and Persuasive writing. Students will also learn the features of letter writing. Students will be given opportunities to brainstorm ideas, share with their classmates, draft, receive feedback from teachers, revise, and ultimately create a persuasive letter they are proud of.

Mathematics

In preparation for NAPLAN our first four weeks will be revision of a wide range of topics across all three strands of mathematics. Following this we will look at the following;

Number and Algebra:

Using our knowledge of place values to consolidate the concepts of addition and subtraction. Most students will be working with hundreds and adding two 3-digit numbers with answers in the thousands. Some students may extend their knowledge to tens and hundreds of thousands. We will be subtracting 3 digit numbers from 3 digit numbers and use 'renaming' to solve problems such as 500 - 138.

Measurement and geometry:

Our topic will be position and location and include grid references and coordinates.

Statistics and probability:

We will undertake a practical investigation to understand how probability and chance plays out in well known board games. Students will be able to state using words and fractions what chance they have of particular outcomes.

Digital Technologies

This term we will be looking at having up-to-date Word processing skills, including the correct hand and fingers placement for typing. Students will learn to insert shapes and pictures into a document, and continue practising saving and retrieving work and creating folders in a central space. By the end of this term, students will have typed, edited and published a writing piece. We will be incorporating the ipads throughout a variety of lessons to help reinforce the material taught.

Wellbeing

We are lucky enough to have fantastic resources in the "Resilience Project Program" and "The Zones of Regulation" to help shape and guide our lessons in wellbeing. This term students will be exploring different emotions including; how to respond to others emotions and what influences their own emotions. There will be many opportunities for students to explore mindfulness - the practice of paying attention in a particular way - on purpose, in the present moment and without judgement.

Please Encourage your child to access mindfulness, meditation and yoga apps and websites such as "Smiling Mind" or "Cosmic Kids" and to develop a family-centred mindfulness practice at home. This could be as simple as sharing something each family member is grateful for during dinner time.

Project Based Inquiry Focus

What does PBIL look like in Year 3 this term?

Big question:

What do Dreamtime Stories teach us about Indigenous Perspectives?

We will be exploring the key ideas around Aboriginal Australian perspectives. Students will work toward creating Dreamtime stories of their own to show what they discover throughout the unit. They will be able to use a range of skills within English, ICT and Visual Arts. Students will also develop intercultural, personal and social capabilities whilst working with their peers, and exploring cultural traditions.

One of the most exciting things about PBIL is being able to explore each of the curious questions that pop up as we learn. We are very excited to see what kinds of questions we can explore this term! Our public product involves students reading their dreamtime stories to the younger years.



P.E

The Physical Education curriculum builds on previous learning in movements to help students develop greater proficiency across the range of fundamental movement skills. Throughout this term, the learning of fundamental motor skills and movement patterns will be combined into a games sense approach. Students will focus on the different strategies, roles and game tactics involved in invasion games such as basketball, netball, handball, AFL, and soccer.

Art

The Visual Arts program aims to provide for and nurture student learning through a variety of sequential activities that develop fine motor skills, and link to learning in the classroom where possible. In year 3 students explore a variety of art media whilst extending their understanding of the art elements. They begin to plan, select, arrange and make choices related to developing their artwork. In term 2 students will focus on form, creating 3D drawings and clay sculptures all around the theme of sweets and desserts.

Science

The Science program provides students with hands-on science experiences where they can construct their own scientific understandings. This term, students will be working within Earth and Space Science to explore how Earth's rotation on its axis causes regular changes, including night and day. Students will create representations of their learning by creating claymations to model the movement of the Earth, Sun and Moon. Students will explore Science inquiry skills such as; questioning, analysing, conducting and communicating.

French

The French program will begin to teach students to interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. Students make statements using the present tense and present + infinitive form about self, family and interests. The students in Year 3 will approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features.

Home Learning

Please continue to encourage your child to continue home reading. 'Little and Often' is seen to be the most effective way to embed new skills. We would also advocate for you continuing to read to your child. By reading to our children they are able to hear the effects of punctuation, intonation and can be introduced to new vocabulary.

We have sent home login details for our Essential Assessment and My Numeracy portals. Students will also receive a Mangahigh (Maths Programme) log in over the next few weeks.

Each week your child posts on Seesaw a snapshot of their week's work. Please take some time to discuss with them what they have learnt and how they could improve on their work. If you are unsure of the Learning Intentions and whether they have met the Success Criteria please do not hesitate to ask us what the expected level is for Year Three.

Kind Regards,

Jane Humble, Mell Davis, Julia Cockburn and Ash Whitnell.