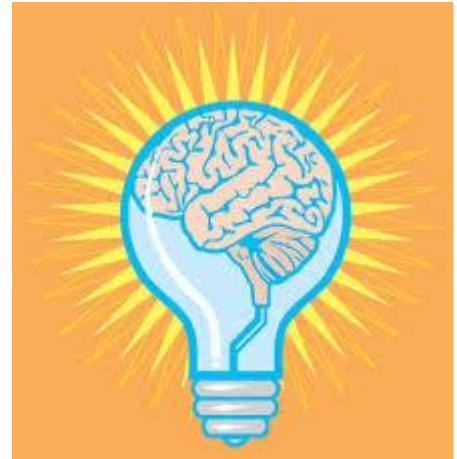




Year 3 - 2024 Term 2 Overview

Welcome to Term 2, which promises to be a rewarding, exciting and engaging term of learning for our students!

Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary tools such as the Habits of Mind (HoM) and the learning dispositions that lead to a Growth Mindset. This term the HoM we will be focusing on are 'Questioning and Posing Problems' (finding problems to solve, developing a questioning approach and identifying strategies to find solutions), 'Thinking Flexibly' (being able to change perspectives, generate alternatives, consider options), and 'Managing Impulsivity' (thinking before acting, remaining calm, thoughtful and deliberate). Contemporary literacies will be used to encourage reflection, high-order thinking, Creativity, Critical thinking, Collaboration and Communication; and the Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas.



These tools align with our school values of, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum.

This term our students will be participating in a range of special experiences including an onsite incursion from Life Education Victoria, where students will explore the benefits of healthy food for health and energy, the function of the body systems; digestive, respiratory, circulatory and others and the factors that influence physical health, such as nutrition, exercise and medicines. The students will also participate in an online incursion from 'Inform and Empower' where they will explore healthy digital habits including recommendations around screen time, green time and sleep habits. The concepts covered in these sessions will be further explored in class and in Digital Technologies lessons.



To support our Integrated Studies topic this term, the students will visit the Royal Botanic Gardens in Melbourne to participate in their 'Health and Wellbeing in Nature' program where they will explore the physical, mental and emotional benefits of nature and spending time outdoors. It is sure to be a term full of exciting and rich learning experiences for our students.

RELIGION

Daily prayer, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.

The Presence of the Spirit

The students will grow in understanding:

- that the Church celebrates the coming of the Holy Spirit at Pentecost
- of the qualities of a Spirit-filled person
- that the Holy Spirit guides and strengthens us in living a life like Jesus.



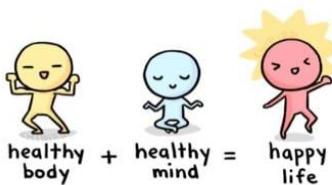
We Gather to Celebrate the Eucharist

The students will grow in understanding:

- of the main symbols and gestures in the celebration of the Eucharist
- of the Eucharist as gathering, celebrating, listening and sharing a meal
- that the Eucharist is at the centre of Christian liturgy.

INTEGRATED TOPIC

Healthy Mind, Healthy Body



chibird

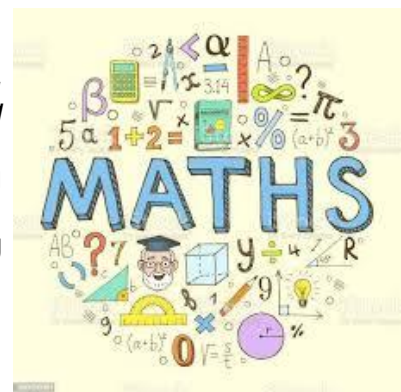
The students will:

- develop knowledge, understanding and skills in relation to their health, well-being and safety
- develop an understanding of how their bodies grow and change as they get older
- explore the knowledge, understanding and skills that support individuals to build and maintain respectful relationships
- investigate health messages from different sources
- identify some of the purposes of media messages and advertising concerning food and diet
- explore actions to enhance their own health and well-being.

MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. This will include the revision of place value of numbers up to 4 digits, multiplication and division facts, counting, skip counting and purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 3 students, *understanding* would include identifying the relationship between related multiplication and division facts; *fluency* would include recognising robust ways of answering questions; *problem-solving* would include using different strategies to recall multiplication and related division facts; and *reasoning* would include deducing and justifying strategies and conclusions reached.



The following topics will be covered this term:

Number

Multiplication and Division

The students will:

- recall multiplication facts using skip counting, e.g. 12, 16, 20, 24...
- use strategies to recall the multiplication and related division facts for the 2x, 3x, 5x and 10x tables
- use technology to check the solution and reasonableness of an answer
- understand the concept of equal groups and that the number in each group is the same
- recognise and understand the inverse relationship between division and multiplication, e.g. $12 \div 4 = 3$ and $3 \times 4 = 12$.

Addition and Subtraction

The students will:

Develop efficient mental and written strategies for addition and subtraction, including:

- recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, e.g. $6+3=9$, so $60+30=90$, $600+300=900$ etc.
- extending strategies to add and subtract large numbers
- using 'partitioning' strategies to aid computation, e.g. $57 + 19 = (50 + 10) + (7 + 9) = 60 + 16 = 76$
- solving simple word problems using addition and subtraction.

Fractions

The students will:

- model and represent unit fractions, including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and their multiples, to a complete whole
- investigate equivalent fractions, e.g. $\frac{1}{2} = \frac{2}{4}$
- count by halves, quarters and thirds, including with mixed numerals - 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$...



Measurement and Geometry

Length and Perimeter

The students will:

- measure, order and compare objects using familiar metric units
- recognise the importance of using common units of measurements
- read and interpret the scales on a range of measuring instruments.

Time

The students will:

- tell the time to the minute
- recognise there are 60 minutes in an hour and 60 seconds in a minute.



Statistics and Probability

Probability

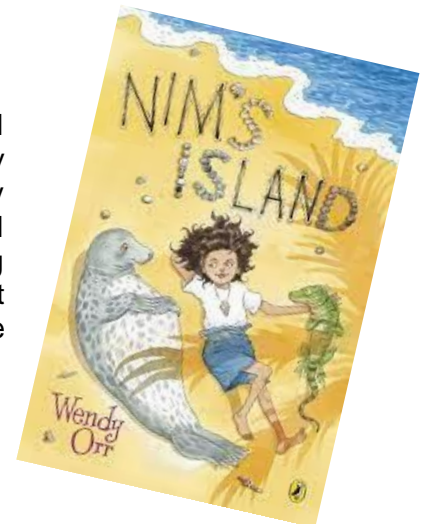
The students will:

- describe possible everyday events and order their chances of occurring
- identify everyday events where one cannot happen if the other happens, e.g. I went to bed so I couldn't go to school
- identify events where the chance of one will not be affected by the occurrence of the other, e.g. it rained today, I ate lunch.

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. As a class, the students will read 'Nim's Island' by Wendy Orr. To further develop the students' comprehension skills, they will participate in creative text responses and will locate literal and inferential information within the story. The students will also be examining the features of this narrative text, looking carefully at examples to highlight the structures, vocabulary and plot development techniques that the author used.



The students will be supported to read different types of texts for specific purposes, using strategies such as:

- predicting
- using their predictions to confirm their understanding
- rereading
- monitoring for meaning
- scanning
- reviewing.

They will continue to develop comprehension strategies to build literal and inferred meaning, in order to expand their content knowledge and understanding of texts.

Writing

The focus of this term is informative and transactional writing. The students will analyse various examples of information texts, identifying the main parts and key language features. They will be given opportunities to write their own information texts, using their growing knowledge of what makes a good information text, such as the inclusion of interesting facts that are organised into categories and the use of subheadings.

In exploring transactional writing, the students will compose letters for different purposes, following the structure of these texts. The students will continue to be supported to reread and edit their texts for appropriate structure, spelling, grammatical choices and punctuation.

Grammar & Punctuation

Each week the students will investigate an area of grammar or punctuation and then seek to include it in their own writing. This term the students will be exploring:

- punctuation - use of capital letters and full stops
- sentence structure - simple and compound sentences
- nouns - common nouns, proper nouns and pronouns
- adjectives
- adverbs
- use of apostrophes.

Handwriting

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- explore and apply diagonal and horizontal joins
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

Word Study

Each week there is a focus on a particular sound and the letters that represent that sound. There is also an emphasis on word meaning and vocabulary development, and using the words in context.

This term, the students will be focusing on the following letter/spelling sounds:

- 'f', 'ff' and 'ph' as in fish, cliff, phone
- 'o' and 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay' 'a_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm', 'mm' and 'mb' as in moon, hammer and thumb
- 'i_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.



Speaking and Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The focus this term will be:

- continuing to develop their active listening skills
- interpreting ideas and information from spoken texts
- listening for key ideas in order to use, share and extend their initial ideas and thinking
- communicating and expressing ideas.



LIBRARY

This term, the students will be immersed in an author study of children's fiction writer, David Walliams, and his books.

The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- sense of themselves as belonging to a community of readers.

The students will:

- discuss and compare literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- identify how the text and accompanying illustrations work together to tell a complete story
- compare and contrast different works by the author
- research information about the author
- share recommendations and responses about what they are currently reading.



This term, the students will continue to borrow and scan their own books, choosing from the fiction and non-fiction collections.

Library borrowing day is Thursday - students require their library bag.

Bernadette Healy

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly throughout the term.



The topics that will be covered this term are:

- 'Responding to Others': developing strategies to help those in need
- 'Introduction to Mindfulness': defining what mindfulness is and practising mindfulness as a meditation technique
- 'Mood Changers': identifying when we are feeling negative and identifying strategies to help us feel more positive
- 'What Influences Our Emotions?': understanding that unhelpful thinking can change how we feel
- 'Bucket Filling': giving compliments and expressing gratitude
- 'Gratitude Letter': expressing gratitude to others
- 'Empathy and Friendship': demonstrating how empathy can build positive relationships.

TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower Digital Safety and Wellbeing' program. These include balancing screen time, building healthy relationships with technology and understanding why technology can be addictive.

As a part of the unit, students will also continue to use their knowledge of the design process to solve a given problem. To finish the term, students will learn about the binary system and how computers use it to communicate.

The students will:

- describe the impacts of too much screen time
- identify 'green time' activities that they can integrate into their week to balance screen time
- use the design process to plan, create and reflect on a solution to a given problem
- learn about binary code as a two-digit system for representing and storing data in computer systems.

Sam Cassimatis



VISUAL ARTS

Continuing on from last term, the students will explore how artworks are used to celebrate the everyday. They will continue to investigate how artist, Claudia Moodoonuthi uses art elements and principles – such as colour, line and pattern – to convey a sense of identity and celebrate aspects of her everyday life, and the ways that her work intersects with design.

Drawing links to their own lives and interests, the students will create designs related to their families and the homes in which they live. The students will create a three-dimensional model that uses shape, colour and living grass to give a sense of self-identity in their artwork.

Julienne Brooks



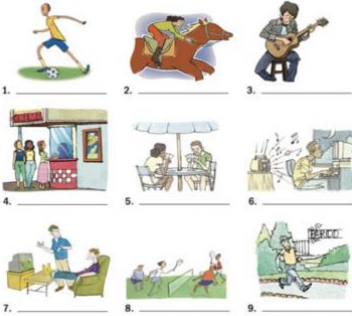
HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. They are also required to use their student diaries as an organisational tool and, at the beginning of each week, the students will record key events for the upcoming week. The students are required to have their diary signed by a parent or guardian each week **and submit their diary to their classroom teacher each Monday.**



ITALIAN

I Passatempi (pastimes, hobbies):



The students will revise their understanding of the days of the week, through discussions about their weekly routines and pastimes. Through this, the students will learn about the irregular verb *fare* (to do) as well as other pastime verbs (e.g. *nuotare*: to swim), and use these to form simple sentences about their hobbies, pastimes and interests.

The students will learn through games, listening comprehension tasks and artistic activities. Furthermore, they will learn to follow simple Italian oral instructions and visual prompts to create paper art.

During the term, the students will also prepare for and participate in Italian Day where they will deepen their understanding of Italian culture and art.

Signora Merola

PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills.

The students will:

- experience, understand and create a drone (Western and Eastern) to accompany a song
- create tuned *ostinati* (short melodic phrases) based on letters of words
- develop and maintain the role of a fictional or non-fictional character in a performance
- explore roles and situations in drama activities by trialling the use of language, such as choice of words, expressions and tone.



Karil Torcasio

PHYSICAL EDUCATION

The students will engage in the sport of netball and practise cross-country running, building upon the mastery of their fundamental motor skills. The focus will be on learning the basic rules, techniques and strategies associated with each sport.

Throughout the term, these sports and practices will be integrated to enhance students' physical fitness, coordination, and understanding of game strategies, as well as further developing their understanding and application of fair play and teamwork.



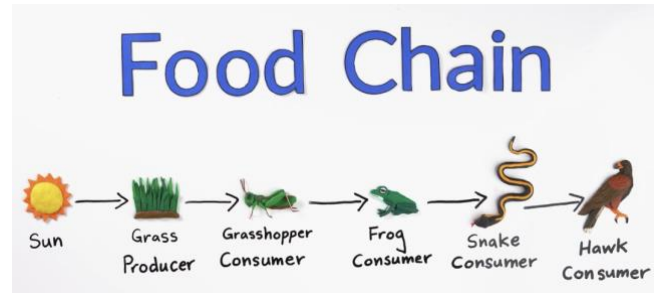
Coach Bruno

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- compare a variety of different life cycles
- identify the needs of living things and name some ways they depend on the environment to survive
- explore how humans can use the natural features of the environment in a survival situation
- create simple food chains
- investigate the special relationship between flowers and bees and explore how bees are important for the survival of a variety of other living things.



Janelle Baldwin

REMINDERS

Monday:

- Assembly
- Students to bring diaries in

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies
- Visual Arts - art smocks are required

Thursday:

- Huff N Puff 8.55-9.05am
- Science
- Library - library bags are required for borrowing

Friday:

- Sport - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.