



# Year 3 - Term One Overview – 2017

Dear Parents,

Welcome back! It's great to see that the children have come back to school motivated and ready to continue upon their learning journey at OLQP. This overview contains an outline of the units covered throughout Term One, along with some general information. We look forward to working collaboratively with you throughout the year. We will not be holding any formal parent/teacher meetings this term, but you may need to meet with your child's teacher this term to talk about any concerns or questions that you may have. If so, please make an appointment to see us.

Kind Regards,

The Year 3 Teachers (*Mrs Raffoul, Miss Smith, Miss Bugge, Mrs Preston, Mrs Marsh and Mrs Romanous*)



**Reminder:** Please ensure that the students start the school year with appropriate haircuts, correct school uniform and school/sport shoes (mainly white). We appreciate your support in ensuring that your child is following our school policy with regards to uniform and haircuts.

<p style="text-align: center;"><b>Religious Education Units</b></p> <ul style="list-style-type: none"> <li>• <b>Jesus Shares His Gifts</b> –students consider how other people use their gifts in service of others, as well as study how Jesus used His gifts in ministering to others.</li> <li>• <b>Reaching Out</b> - students will explore that Jesus touched others through His relationships, actions, feelings, healing, lifestyle and words.</li> <li>• <b>Easter Triduum: Journeying with Jesus</b> – students will recall that Jesus reached out to others during His last journey.</li> </ul> <p style="text-align: right;">  </p> <p>Catholic Schools Week – March 6<sup>th</sup> (Week 7)</p>	<p style="text-align: center;"><b>English</b></p> <p><b>Reading</b> – Shared Reading, Modelled Reading, Guided Reading, Reciprocal Reading and Independent Reading</p> <p><b>Writing</b> – <i>Imaginative texts</i> (Narratives, story maps, sequencing of events, visual representations, character study, comprehension tasks, cloze tasks)  <i>Persuasive texts</i> (Expositions, Discussions, Advertising, etc.)  <i>Informative texts</i> (Factual Recounts)</p> <p><b>Spelling</b> – Word families, spelling rules, theme words</p> <p><b>Grammar</b> – Nouns, Adjectives/Adjectival phrases, 1st and 3rd person, Connectives, Direct and Indirect speech</p> <p><b>Handwriting</b> – NSW Foundation</p> <p><b>Library</b> – on <b>Fridays</b> – <b>(children to bring in their Library bag)</b></p>
<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Number &amp; Algebra</b></p> <ul style="list-style-type: none"> <li>• Whole Numbers</li> <li>• Addition &amp; Subtraction</li> </ul> <p><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Position</li> <li>• Two Dimensional Space</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>• Data</li> </ul> <p style="text-align: right;">  </p>	<p style="text-align: center;"><b>Science &amp; Technology</b></p> <p><b>Unit: Which Came First?</b></p> <p>In response to community concerns about the decline in the local animal or plant population, students describe how changes in the environment caused by humans may affect the survival of living things. They develop their knowledge and understanding of the life cycles of living things and the ways that changes in the environment can affect life cycles. Students use this knowledge to design an information product to raise awareness of the need to protect local places and spaces, so that plants and animals can survive and reproduce.</p>
<p style="text-align: center;"><b>HSIE - Geography</b></p> <p><b>Unit: Places Are Similar and Different (Term 1 and 2)</b></p> <p>Students examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people's perceptions of places are the basis for actions to protect places and environments.</p>	<p style="text-align: center;"><b>PDHPE</b></p> <p><b>Health &amp; Personal Development:</b></p> <p>Students will take part in a social skills program that is designed to help them develop relationships with a range of people, use a variety of ways to communicate across and within groups and make decisions as an individual and as a group member.</p> <p><b>Sport/PE:</b> In this unit of work the children will develop their ability to throw over arm and catch with a tennis ball, as well as, strike for distance with a cricket bat while being tolerant of other children's abilities. <b>Monday – PE day</b></p> <p><b>Students are to wear Sport Uniforms on Mondays and Fridays</b></p> <p style="text-align: right;">  </p>
<p style="text-align: center;"><b>Creative Arts</b></p> <p><b>Visual Arts</b> - This term students make artworks based on Van Gogh that represent a variety of subject matter. Students make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why Van Gogh made particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.</p> <p><b>Music</b> – weekly Music/recorder lessons with Mrs Grella and Mrs Mahoney <b>each Tuesday</b></p> <p><b>Drama</b> – In Drama (Terms 1 &amp; 2), students will develop knowledge and understanding, skills, values and attitudes in making, performing and appreciating drama by engaging in role, dramatic contexts, elements and forms.</p>	<p style="text-align: center;"><b>Key Dates for Term 1</b></p> <p><b>13<sup>th</sup> February</b> – School Photos  <b>1<sup>st</sup> March</b> – Ash Wednesday  <b>15<sup>th</sup> February</b> – Opening School Mass 10:15 am  <b>6<sup>th</sup> March to 10<sup>th</sup> March</b> – Catholic Schools Week  <b>7<sup>th</sup> April</b> – Last day of Term 1</p> <p style="text-align: right;">  </p> <p><b>What to bring in (if possible)</b></p> <ul style="list-style-type: none"> <li>• 2 boxes of tissues\</li> <li>• 1 pack of baby/antiseptic wipes</li> <li>• 1 hand soap and</li> <li>• 2 rolls of paper towels for use in the classroom over the year.</li> </ul>

## Homework

Formal homework will commence in Week Three. This week, students are encouraged to read every night. Students will receive weekly homework, which they will need to complete and hand in to their class teacher each Friday. The homework consists of spelling words, times tables and Maths and English work related to class content. A Parent or Guardian is asked to sign the "Reading Tracker" each night before it is handed to the class teacher on Fridays. Please contact your child's teacher with any questions or concerns about weekly homework.