



Student Code of Conduct

- I Keep Safe*
- I Cooperate*
- Accept*
- I Respect*
- I am Friendly*

Teachers

- Duncan Lawler*
- Alicia Brown*
- Wenyan Liu*
- Kent Scott-McLean*
- Damian Bridger (EC)*
- Chad Birks (LOTE)*
- Melanie Mengel (Library)*

*Environmental Studies –
Tuesday*

*Library–
Tuesday*

*LOTE –
3B Tuesday*

Term 3 Dates:

- Athletics Carnival 1st August*
- Science Fair 14th August*
- Book Week - Week 5*
- Learning Journey 25th September*

Year 3 Overview Term 3 2019

ENGLISH

Students will participate in a balanced literacy program and will be engaged in a range of activities according to their instructional level. All learning experiences align with the Australian Curriculum.

Year 3	
Writing	<ul style="list-style-type: none"> • Main focus on writing procedural texts and information texts. • Teach descriptive and technical language to improve the quality of a text • Continue to follow the process of the writing cycle e.g. planning, drafting, conferencing, editing and publishing • Continue to focus on simple and compound/complex sentences • Proof reading and editing skills – using success criteria as a guide
Reading & Viewing	<ul style="list-style-type: none"> • Forming guided reading groups and reviewing reading and decoding strategies • Modelled, shared and independent reading • Applying a variety of reading strategies independently • Applying literal, inferential and critical comprehension and questioning • Interpreting and giving an opinion of a literary text • Visual literacy
Speaking & Listening	<ul style="list-style-type: none"> • Explanations and evidence for a point of view • Develop and explain a viewpoint about a text • Contribute actively to class discussions • Assembly presentation
Spelling	<ul style="list-style-type: none"> • Applying a variety of spelling strategies, including sound (hearing and recording sounds), visual (letter patterns), meaning (structure/meaning units), connecting (analogies) and checking (proofreading; finding correct spellings) • Individualised spelling lists • Daily learning and practising of words • Partner testing, marking, recording and reflecting on spelling words
Grammar	<ul style="list-style-type: none"> • Language conventions and punctuation • Tenses, e.g. past tense and present tense

INQUIRY UNIT

This term the students will complete two inquiry units, the first with a geography focus and the second with a digital technology focus.

Geography Unit- This unit will provide opportunities for students to develop their understanding of Australia. They will also explore some of our close neighbours and compare these countries with Australia.

The key inquiry questions for this unit are:

- What are the main natural and human features of Australia?
- How and why are places and environments similar and different?

Each student will design and make their own Australian atlas. The students will be given opportunities to identify various Australian natural and man-made landmarks. They will also examine some of our closest international neighbours and find out how they are similar and different.

Digital Technology – During this unit students will be introduced to programming to find a digital solution to various problems. They will be following a problem-solving methodology where they initially define the problem, then create and implement a solution and finally evaluating the solution.

MATHEMATICS

The classes will be focusing on the outlined areas. Each week, students will also be working on problems solving strategies. Fractions, angles and shapes will be covered in Mandarin for 3MIP1 and 2 MIP2.

	Year 3
Number and Algebra	<p>Fractions</p> <ul style="list-style-type: none"> • Dividing a whole into equal parts • Writing fractions of regions • Naming groups using fractions • Finding equivalent fractions • Finding a fraction of a group • Explaining fractions <p>Patterns</p> <ul style="list-style-type: none"> • Continuing a pattern • Finding a rule for a pattern • Using tables to identify patterns • Extending tables • Identifying patterns for multiples • Writing to explain how to use patterns • Using addition and subtraction expressions
Measurement and Geometry	<p>Angles and Shapes</p> <ul style="list-style-type: none"> • Understanding lines and line segments • Introducing angles • Identifying polygons • Making generalisations about polygons • Identifying 3D objects • Identifying faces on 3D objects • Relating 2D shapes and 3D shapes <p>Time</p> <ul style="list-style-type: none"> • Telling time to the nearest five minutes • Telling time to the minute • Reading timetables

SCIENCE & ENVIRONMENT CENTRE

In the Environment Centre, students will be completing a scientific investigation in small groups to enter into the ACT Science Fair. Students will be presenting their projects to the school community at the Science Fair.

Restorative Practice supports students to learn from their mistakes and reconcile and resolve problems with others.

Questioning protocol

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you did?

In what way?

What needs to happen to make things right?

THE ARTS

The Arts program incorporates media arts, visual art, music, dance and drama. This term the students' artwork will be closely linked to our inquiry and literacy units. Our unit this term will also include Media Arts as we conclude our dance, music and drama rotations.

PE and HEALTH

Each term, students will participate in fun, active activities which focus on Fundamental Motor skills, cooperative play, and sportsmanship. This term students will be focusing on the skills needed to participate in our Athletics carnival, including running, jumping and throwing.

MANDARIN LOTE

This term in LOTE students will continue building their vocabulary in the areas of basic greetings, pronouns, simple verbs, question words, adjectives and intensifiers.

Students will also practise using numbers in time and dates as well as age and start asking and answering simple questions.

MIP Program

The Year 3MIP classes will be learning about a geography unit: What would it be like to live in China? Students will compare the characteristics of China to draw conclusions about what it would be like to live in China.

In Mandarin literacy, we'll start from speaking and listening activities each morning, followed by Pinyin and vocabulary building. During modelled reading sessions, we'll be learning the following reading strategies: questioning. Students will focus on the procedure text-type to develop writing skills. Students use the Pinyin system to assist with their Chinese handwriting, stroke order and radicals to develop their vocabulary capacity across all key learning areas.

In maths, we focus on the use of the Mandarin language to learn about fractions, angles and shapes. We also use the Mandarin language to solve number related word problems.

In Chinese culture, we will keep researching about Chinese inventions and learn about the Mid-autumn festival.