

CURRICULUM OVERVIEW - Year 3 - Term 3 2018

Every Learner, Every Day - Transforming Lives

Below is an overview of what your child will be learning this term.

Religious Education

This term we will complete the unit 'Sacraments of Initiation' which began at the end of Term 2. Children will identify ways in which they are initiated into various groups and organisations including the Christian community. They will match rituals and symbols of Christian initiation with the sacraments of Baptism, Confirmation and Eucharist and appreciate that initiation into the life of the Christian community means loving God and others as Jesus did, nourished by prayer and the sacraments.

This will be followed by the unit 'Reconciliation: God's Forgiveness and Healing'. Students will appreciate that sometimes in relationships there is hurt which requires healing and forgiveness. They will retell stories of forgiveness and healing in the New Testament and explain and relate this to their own lives, focusing on the Parable of the Forgiving Father. They will also recall the ways in which the Church helps them to forgive and be forgiven and gives peace and courage to those who are ill, suffering or frail through old age.



English

Across Stage 2 students will communicate expressively and clearly about a range of topics for various purposes and audiences. They will listen to gather general ideas and key points and explore a range of roles when interacting in pairs and groups, attending to different viewpoints and responding appropriately across all Key Learning Areas.

Students will independently read, view and respond to both familiar and challenging texts. They will identify literal information and make inferences, asking questions when clarification is needed. Students will integrate a range of strategies to help interpret, analyse and evaluate texts, as well as beginning to evaluate points of view. They will participate in modelled, shared, guided and independent reading activities.

Students will create well-structured imaginative, informative and persuasive texts by planning, drafting, proofreading and editing their writing in order to enhance effectiveness. Their writing will include simple and complex sentences (based on purpose), appropriate paragraphing, punctuation and grammatical features that support meaning. Students will spell familiar and unfamiliar words using knowledge of letter-sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They will demonstrate increasing fluency when writing, applying NSW Foundation Style as appropriate, as well as developing digital skills. Students will continue their focus on setting and reflecting on their own goals.

Mathematics

Students will use appropriate terminology to describe mathematical ideas. They will select and use appropriate written or mental strategies, including technology, to solve problems. Students will check the accuracy of statements and explain reasoning used.

This term students will continue their focus on Length, Area and Perimeter. They will measure, record, compare and estimate lengths, distances and perimeters and compare and estimate areas. They will also represent, model and compare commonly used fractions and decimals. They will manipulate, identify and sketch two-dimensional shapes, including special quadrilaterals, and describe their features. They will also make, compare, sketch and name three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describe their features. They will use simple maps and grids to represent position and follow routes, including using compass directions.

Science - Night and Day

Students will learn to show interest and enthusiasm towards science and technology, responding to their curiosity, questions and perceived needs and wants. They will engage responsibly with issues that are relevant to their lives. Students will question, predict, investigate, collect and record data when producing solutions to identified needs and wants. This term students will describe how relationships between the sun and the Earth cause regular changes.

Geography - Places are Similar and Different

Students will begin the unit 'Places are Similar and Different' in the latter half of the term. They will examine features and characteristics of places and environments and differing perceptions about their management. They will also describe the ways people, places and environments interact. They will acquire and communicate geographical information using geographical tools for inquiry.

Personal Development, Health & Physical Education

Students will continue to use various ways of communicating with and within groups, demonstrating respect for the rights of others to hold different values and attitudes to their own. They will continue to work cooperatively and collaboratively, making decisions as an individual and as a group member. They will also use a range of problem solving strategies. Their focus in Personal Development and Health will be on life changes and the feelings associated with this. They will explain and value differences in growth and development between individuals at different stages, recognising and value their own unique abilities. They will also locate some important internal body organs and discuss their functions, eg the heart pumps blood.

This term students will participate in the 'Active Lifestyles' physical education unit in which they will display a focus on the quality of their movements, when applying movement skills within a variety of situations. They will participate in regular physical activity and discuss the relationship and importance of regular physical activity and health.

Creative Arts

During Visual Arts students will be experimenting with a range of art forms which can be used to represent their view point and experiences. The focus for the unit is 'peace' and students will use this topic to identify connections between subject matter in artworks and appreciate the use of particular techniques. They will also acknowledge that artists make artworks for different reasons and that various interpretations are possible.

In Music students will continue to sing, play and move to a range of music, demonstrating a basic knowledge of musical concepts. They will improvise musical phrases, organise sounds and explain reasons for their choices, as well as using commonly understood symbols to represent their work.

How to Help your Child at Home

Model

- a love of reading and writing
- forgiveness towards others
- problem solving in everyday situations (eg. what to do if something is lost, how to communicate with others when challenges arise and being proactive before seeking assistance.)
- a growth mindset (e.g. a 'can do' attitude)

Practise

- discussion around texts (what happened, feelings, predictions, etc)
- mathematics in everyday situations - for example:
 - counting by twos, fives and tens
 - measuring when cooking, etc
 - recognising the time on an analog clock
 - calculating change in simple money transactions
- turn taking - eg, when playing games or waiting to speak
- organising themselves - eg, packing their own bag for school
- simple goal setting to improve an aspect of their lives



Reinforce

In Year 3 this term we are focusing on responsibility. This includes taking responsibility for our belongings, work and actions. We are encouraging the students to keep themselves and their belongings organised so that things do not get destroyed or lost. We would appreciate your assistance with this by supporting your child to bring their homework book, journal and reader in on their assigned reading days as well as each Friday. These three books are kept in a durable folder in order to protect the contents inside.

Further information will be provided relating to content across each of the learning areas at the beginning of every term. Thank you for your ongoing support.

Mrs Baker, Miss McPhillips & Mrs Aggar