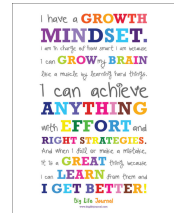




Year 3 - 2019 Term 2 Overview

Throughout this term, the students will continue to experience a range of learning activities which incorporate the ongoing development of the positive dispositions of the Habits of Mind and the Growth Mindset. These dispositions encourage reflection, high order thinking, creativity, problem solving, critical thinking and collaboration, and align with our school values of, 'I am a learner', 'I am a friend', and 'I am respectful'. The development of the Habits of Mind and a Growth Mindset, complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will continue to be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the learning areas.



The Habits of Mind are an identified set of 16 problem solving, life related skills. This term, the focus will be on:

- managing impulsivity
- taking responsible risks
- listening with understanding and empathy.

RELIGION

The Eucharist - Celebrating Jesus' Presence

In this unit, the students will explore the communal and celebratory nature of the Eucharist.

The understandings for this unit are that:

- the Jewish people take and bless bread and wine at Passover to recall the journey of their ancestors from slavery to freedom
- Christians take and bless bread and wine in the Mass to remember the death and celebrate the resurrection of Jesus Christ
- Jesus Christ is present in the celebration of the Eucharist in the priest, the assembly, the Word and most especially, in the Body and Blood of Christ
- in the Liturgy of the Word, the community listens and responds to the Word of God
- in the Liturgy of the Eucharist, the community is fed and united through the Body and Blood of Christ.

Prayer - Building a Friendship With God

In this unit, the students will explore prayer as a way of communicating with God.

The understandings for this unit are that:

- prayer is about listening to and building a friendship with God
- people can build a friendship with God through both formal and informal prayer
- there are many forms of personal prayer.



INTEGRATED TOPICS

Celebrating Our History

The understandings explored in this unit are that:

- there are similarities and differences in the daily lives of ourselves, our parents and our grandparents

- there are significant events and celebrations in the local community and more broadly in Australia that highlight aspects of our past
- we have significant and national celebrations which reflect our history and cultural diversity
- there are emblems and symbols associated with celebrations
- many cultures make up Australia's community.

The outcomes for this unit are that the students will be able to:

- explain how and why life has changed and identify aspects of the past that have remained the same
- sequence significant events in chronological order about their personal and family history
- describe the significance of Australian celebrations and the symbols and emblems associated with them
- identify celebrations and commemorations from other places around the world.

MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The development of mathematical skills relating to these proficiencies form the content of the units of work.

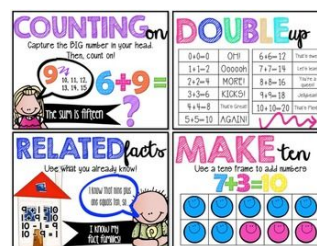
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages the students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered:

Addition:

To develop a range of written and mental strategies to solve addition problems. These strategies include:

- counting on
- bridging to ten
- doubling
- near doubles
- adding 10, 100 or 1000 to numbers
- split strategy.



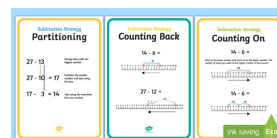
Measurement:

- measuring, ordering and comparing objects
- using metric units to measure shapes and objects.

Subtraction:

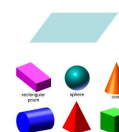
To develop a range of written and mental strategies to solve subtraction problems. These strategies include:

- counting back
- using a number line
- using a number chart
- split strategy - split the numbers into place value parts to assist with adding
- halves.



Geometry:

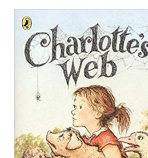
- comparing regular and irregular shapes
- describing the key features of two-dimensional shapes and three-dimensional objects.



ENGLISH

Reading

This term, the students will be listening to and exploring, 'Charlotte's Web', by E.B



White. Through this text the students will explore:

- the development of characters
- the use of setting and its impact on a story
- the structure of a narrative.

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

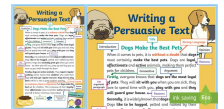
- predicting and confirming
- rereading and cross checking
- monitoring meaning
- skimming, scanning

The students will continue to develop comprehension strategies to build literal and inferred meaning to expand content knowledge and demonstrate understanding of texts read and explored.

Writing

This term the focus will be on:

- exploring the components and language features of narrative and persuasive texts
- following the writing process (planning, composing/recording, revising) to create texts
- investigating the use of adjectives and adverbs in our writing
- exploring the appropriate use of commas and quotation marks.



Spelling strategies will be developed through the term in order to assist the students to become independent and accurate spellers. The spelling words this term, will explore the following letter sounds and patterns:

- 'u', 'o' sound as in 'umbrella' and 'monkey'
- 'h' sound as in 'house'
- 'j', 'g', 'ge', 'dge' sound as in 'jellyfish', 'giraffe', 'barge' and 'bridge'
- 'a', 'ay', 'a-e', 'a' sound as in 'snail', 'hay', 'cake' and 'lady'
- 'l', 'll' sound as in 'lizard' and 'bell'
- 'ee', 'e', 'ea', 'y', 'ey' sound as in 'bee', 'me', 'seat', 'baby' and 'money'
- 'm', 'mm', 'mb' sound as in 'moon', 'hammer' and 'thumb'
- 'i-e', 'y', 'igh', 'i;', 'ie' sound as in 'fly', 'night', 'spider' and 'pie'
- 'n'. 'nn', 'kn' sound as in 'net', 'winner' and 'knife'



Speaking & Listening

The students will engage in a variety of formal and informal experiences to develop their listening and speaking skills.

This term the students will focus on:

- listening and contributing to conversations and discussions appropriately to share information, views and ideas
- communicating in a clear, coherent manner using appropriate tone, pace, pitch and volume
- using interesting vocabulary in their presentations.



SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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

The topics that will be covered this term are:

- Gratitude - defining gratitude



- Gratitude - recalling times when we have been grateful
- Emotions - recognising the important role emotions have
- Emotions - identifying the emotions of others

HOME LEARNING

The students are encouraged to complete the following tasks:

- reading for about 15 minutes and recording the title of the book in their Home Learning book
- practising and learning spelling words based on a letter pattern, e.g. 'f', 'ff', 'ph' words
- practising number facts.

DIGITAL TECHNOLOGIES

The students will continue to learn about common digital systems and patterns that exist within data they collect. The students will organise, manipulate and present this data, including numerical, text and image data, in creative ways to make meaning.

This term in Digital Technology, the students will:

- experiment with very simple, step-by-step procedures to explore programmable devices, for example providing instructions to physical or virtual objects or robotic devices to move in an intended manner, such as following a path around the classroom
- write and enter a simple set of instructions jointly to sequence events and instructions, for example scanning personal photographs and collating and ordering significant personal events or milestones and describing the steps involved in the process.

ITALIAN

The students will continue to revise greetings and numbers. They will go on to learn the days of the week and months of the year. This will be achieved through the implementation of:

- games
- songs
- interactive whiteboard activities
- craft activities
- puzzles
- bookwork

Date for the diary: **Italian Day !** - Monday 17th June

Signor John

jcruikshank@miivanhoe.catholic.edu.au

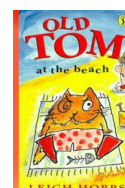
LIBRARY

This term in library, the students will:

- continue to borrow weekly
- continue to explore the labels on book spines.

The students will be focussing on books by the Australian author and illustrator, Leigh Hobbs. Through the reading of Leigh Hobbs' books and planned activities, the students will:

- make predictions about the plot development and characters
- make connections with real life experiences
- interpret and discuss relationships between characters
- talk about the author/illustrator's style.



Tilla Ricci

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PERFORMING ARTS

The students will:

- listen and move to various styles of music and discuss their emotional and physical responses
- play a C major scale on a glockenspiel
- learn to sing songs for the concert
- be introduced to the ukulele
- further explore percussion instruments and rhythmic elements of music
- use various percussion instruments to create a beat pattern.

Simon Lewis

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PHYSICAL EDUCATION

The students will:

- continue to practise key fundamental motor skills of running, jumping, hopping, skipping, leaping, throwing and catching
- practise control, accuracy, precision and co-ordination when controlling a ball with a hockey stick
- practise their hand-eye and foot-eye co-ordination by kicking and handballing
- continue learning to work in a team, taking turns and following instructions
- will continue to look at fitness in our class 'Garmin step counter' challenge.



Jules Brooks

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SCIENCE

For the first two weeks this term, the Science classroom will have a chicken hatching program from 'Henny Penny Hatching'. The students will have the opportunity to observe chicks hatching, study and compare chicks as they grow and develop; as well as hold the chicks and learn more about the needs of living things. Visit www.hennypennyhatching.com.au for more information.

The focus for the remainder of the term will then shift to the Physical Sciences where the students will be:

- investigating how forces such as a push or pull or twist or squeeze affects how objects move or change shapes
- exploring ways that objects move on land, through water and in the air
- exploring how different strengths of pushes and pulls affect the movement of objects
- investigating the concept of 'gravity' and how it can affect objects.

Janelle Baldwin

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DIGITAL TECHNOLOGY

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- write and enter a simple set of instructions jointly to sequence events and instructions, for example, scanning personal photographs and collating and ordering significant personal events or milestones and describing the steps involved in the process.

Maria Delaney

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VISUAL ARTS

This term in Visual Arts, the students will:

- compare geometric and organic shapes
- learn how artists use shape to create artworks
- create artworks incorporating geometric and organic shapes
- respond to visual artworks by describing ideas.



Tilla Ricci

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REMINDERS

Mondays:

- Visual Arts (art smock required)
- Digital Technologies

Tuesdays:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Wednesdays:

- Library (library bag required)

Thursdays:

- Performing Arts
- Classroom sport (sport uniform to be worn)

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

Activity	Day	Date	Month	Time	Place
School Assembly	Monday	13	May	9:00am	
NAPLAN	Tuesday	14	May		
NAPLAN	Wednesday	15	May		
NAPLAN	Thursday	16	May		
Celebration of Learning	Monday	20	May	9:10 -11am, 2 - 2:45pm, 3:30 - 4pm, 5 - 6pm	Year 3 classroom
Day in May	Wednesday	22	May		
National	Wednesday	22	May	11am	Year 3 classroom

Simultaneous Storytime					
School Assembly	Monday	27	May	9:00am	
Year 2/3 Class Assembly	Wednesday	29	May	2:50pm	
Excursion	Monday	3	June	9 - 3pm	Melbourne Museum
First Communion	Sunday	16	June	10:30am	Mary Immaculate Church
Italian Day	Monday	17	June		
Reports sent home	Friday	21	June		
School Assembly	Monday	24	June	9:00am	
Students early dismissal	Tuesday	25	June	1pm	
Parent/Teacher Interviews	Tuesday	25	June	1:30 - 8pm	Year 3 classroom
SRC Movie Afternoon	Wednesday	26	June	2pm	
Parent/Teacher Interviews	Wednesday	26	June	4 - 6pm	Year 3 classroom
End of Term	Friday	28	June	1pm	

CLASSROOM TEACHER CONTACT INFORMATION:

Email addresses:

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