

Year 3 Curriculum Letter - Term 2, 2024

Dear Parents,

Welcome to Term 2! We hope you all had a restful and enjoyable holiday break ready for some exciting new learning.

RELIGIOUS EDUCATION

Easter

During the season of Easter (which continues for the seven weeks up until Pentecost), the students will follow Jesus Christ by walking in his way and reflecting upon the Easter story. They will remember and celebrate the Resurrection of Jesus.



Prayer

In this unit, the students will come to understand that prayer is about building a friendship with God the Father, with God's Son, Jesus Christ and with the Holy Spirit. Students will further investigate prayer in Scripture, the formal prayers of the Catholic Church and personal prayer.



Sacrament of Reconciliation

Students will participate in the Sacrament of Reconciliation revising what this sacrament means from their learning in Term 1. Students will attend an information night with their parents before participating in the Sacrament of Reconciliation in the church. (Please see calendar dates below).

GEOGRAPHY/HUMANITIES

Inquiry: Amazing Australasia

In this unit, students will have the opportunity to explore the location and compare the characteristics of Australia's neighbouring countries. They will be encouraged to investigate the similarities and differences between peoples, demographic characteristics and the lives of the people who live there. Students will interact with geographical data and information to build their understanding and knowledge.



Inquiry: Rules and Laws

In this unit, students will:

- identify features of government and law
- compare the differences between rules and laws
- identify the community they and others belong to
- investigate what community means and explain the role of local government
- understand how and why people contribute to communities



MATHEMATICS

Number and Algebra

This term, we will focus on the processes of addition and subtraction of larger numbers, with and without renaming. The students will also practise the recall of additional facts and related subtraction facts and strategies necessary for solving worded mathematical problems. The use of mathematical language e.g. find the difference, less than and more than, will also be a focus for learning. Students will recall multiplication facts of the two, three, five and ten times tables and related division facts. They will work to solve worded problems involving multiplication and division using mental and written strategies. The students will become familiar with the use of related mathematical language e.g. multiply, multiplied by, divided into, divided by and shared equally.

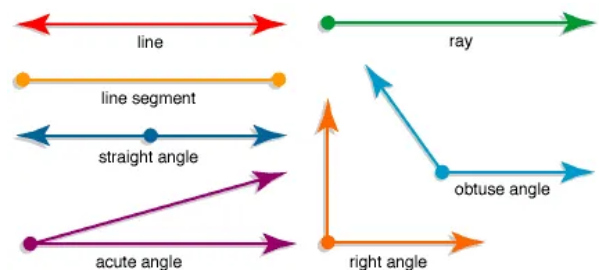
Measurement and Space

Students will work to:

- measure, compare and order objects using the metric units of length, area and perimeter
- create and interpret simple grid maps to show position and pathways
- identify lines in everyday life and how two lines can come together
- create an angle
- identify angles as measures of turn and compare angle sizes in everyday situations
- create and interpret simple grid maps to show position and pathways



to



Statistics and Probability

Students will work to:

- plan and carry out investigations that require data collection
- interpret and compare a variety of data e.g. (Google forms and surveys)
- conduct chance experiments, identify and describe possible outcomes and recognise variation in results

ENGLISH

Listening and Speaking

Students will work to:

- understand that successful cooperation with others depends on shared use of social conventions, such as turn taking and forms of address that vary according to social situations
- use appropriate tone, pace, pitch and volume to communicate in a clear and coherent manner

Reading and Viewing


Students will work to:

- understand how different types of texts vary in structure and language, depending on their purpose and context
- analyse the written and visual features of printed and electronic texts and


will make comparisons and connections between text types

Haiku Poem

This is a traditional form of Japanese poetry made up of 3 lines. The first line has 5 syllables, the second has 7 syllables, and the third has 5 syllables again. It is usually written about one simple thing like an animal, season, or nature.



Line 1: 5 syllables
Line 2: 7 syllables
Line 3: 5 syllables



Yellow and black stripes.
Flying flower to flower.
Buzzing quickly past.

Poetry Tools

- line breaks**: Writing in shorter lines to slow the reader down
- metaphor**: saying that one thing is something else
- imagery**: helping the reader form a picture in their mind
- repetition**: repeating something
- rhythm**: makes you tap your foot
- simile**: comparing using 'like' or 'as'
- personification**: giving human traits to something that is not human
- alliteration**: using the same sound at the beginning of neighboring words

Writing

Students will analyse various structures of persuasive writing, such as statement of position, topic sentences that support various arguments with evidence, conclusion (a summary of the writer's arguments) and a call to action. Students will be encouraged to use

correct pronouns and emotive words in their persuasive writing. Students will also revise procedural writing, explaining how to make or do something.

They will continue to practise Narrative writing using the language of orientation, complication and resolution. There will be a focus on the use of adjectives and adverbs to enhance character development and story setting. Students will review Procedural texts referring to a rubric to help support them with correct structure.

Students will also explore some poetry including Haiku and language features such as alliteration.

Handwriting

The students will continue to focus on writing unjoined, clearly formed letters using consistent sizing and ensuring handwriting is legible. We ask that you support your child to present all homework activities neatly and to a high standard.

SMART Spelling Grid				
Say Meaning Analyse Remember Teach				
Say the Word Write the Word	Break the word up			Tricky Parts
bridge	b	r	i	dge
nudge				
wedge				

Spelling

Spelling words for this term will focus on letter patterns such as simple phonics digraphs, (two letters representing one sound e.g. /ho/ making the sound o as in honest and trigraphs (three letters representing one sound /ear/ as in appear). The children will learn their weekly spelling words using sound, visual and meaning strategies.

DIGITAL TECHNOLOGIES

Students will continue to investigate digital systems that are made up of inputs and outputs. They will explain how data sets can be represented in different ways in Google forms and Google surveys.



Google Forms

- Create online graphs - finding out information with a tally
- Ask questions/create graph - interpret the results
- Use raw data to interpret different data

Students will discuss the online Rings of Responsibility, then investigate and explore the strategies to be a safe Digital Citizenship online in the private, public and world community.



WELLBEING

Students will continue to discuss the definition of personal strengths and identify positive personal qualities that we use everyday. Students will analyse challenges in order to set goals based around coping strategies and develop those skills in order to resolve them.

We will continue to explore our Respectful Relationships unit and will use Circle Time to share ideas, build on personal strengths, develop coping strategies and practise growth mindset thinking.

HOMEWORK

As you know, students have Homework set each week including Reading, Writing, Spelling and Mathematics. We continue to remind students to pace themselves throughout the week to allow for the completion of their Homework by Thursday. It is an ongoing expectation that students understand the importance of time management and take on this responsibility independently. This skill will further support them as they head into Year 4. We thank you for your ongoing support.

Please sign your child's record of Reading in the Diary. Please read and sign the School Diary every Monday night and use it as a form of communication. Your child's diary should be brought to school each day. It will be checked by the class teacher each week.

Year 3 Weekly Timetable

MONDAY	Diary Entries, Library, Homework handed out
TUESDAY	Meditation
WEDNESDAY	Performing Arts & Mandarin
THURSDAY	Health & Phys. Ed (PE uniform) & Visual Art, Homework due in
FRIDAY	Year 3 Sport (PE uniform) Meditation, Assembly at 2:30pm (Student Awards).

Inquiry Unit leading into Healthy Eating

The Year 3's will participate in the Healthy Harold program - ALL SYSTEMS GO

They will learn the functions of various body parts and the actions required to keep these systems working well including:

- factors that influence the function of body systems such as exercise and drugs
- exploring ways to manage peer pressure
- the effects of secondhand smoke
- the function of vital organs (heart, lungs, brain, kidneys)
- healthy food choices

EXCURSION HELP/PARENT VOLUNTEERS

Please note that all volunteers need a "Working with Children Check" and in some cases a Police Check is required. For further information please see Caroline Reid.

CALENDAR

- 24 April - Whole School Anzac Day service
- 25 April - ANZAC Day Public Holiday
- 26 April - School Closure Day
- 8 May - Mother's Day Stall
- 9 May - Classroom Open Morning 8:30-9:00am; Mother's Day Paraliturgy 9:00am MPR; Mother's Day Morning Tea 9:15-10:30am Hall
- 10 May - Healthy Harold Program 3GR
- 10 May - District Cross Country Day (for some students)
- 12 May - Mother's Day
- 15 May - Parent/child Reconciliation evening 6:30pm
- 16 May - 3/4 AFL Gala Day
- 17 May - Sacrament Conferral Day in the Sacred Heart Church
- 24 May - Healthy Harold Program 3MD and School disco
- 7 June - Feast of Sacred Heart Mass

- 10 June - King's Birthday holiday
- 28 June - Term 2 finishes at 12:45pm (Free dress day) June reports emailed

Please remember: If your child is absent for any reason, make sure you inform the school before the school day commences by phoning the office and having the absence recorded or via the Skoolbag app.

If you have any need to contact us throughout the term you can via the usual methods, a note in the diary, Seesaw, a phone call to the office or an email to admin@shkew.catholic.edu.au that Caroline Reid will forward and we will respond back to you as soon as possible.

We are looking forward to a wonderful term of learning and fun,

Gabrielle Richardson, Mak De Iuliis and Matt O'Shea

Please remember that at Sacred Heart we are a nut aware school. We ask that you do not send any nut based products in your child's lunch box (Nutella, peanut butter etc).