



## YEAR THREE Parent Information Term Three Overview 2020

### Welcome

Welcome to Term 3 of Year 3. Although we didn't expect to be back to remote learning, here we are. We feel more comfortable knowing we successfully participated in remote learning last term and the children were amazing at rising to the challenge. With that being said, we are all learning as we go and we will probably need to make adjustments along the way but we are striving to make this as seamless a term as possible. Thank you for all of the support and flexibility you have already shown us.

During Online Learning, students will continue to be provided with activities that will enable them to engage with the English, Mathematics, STEM (Science, Technology, Engineering and Mathematics) and Religious Education curriculum. Additionally, students will be provided with activities from our Specialist teachers that will cover the Art, Physical Education, Italian (LOTE) and Performing Arts Year 3 curriculum. All activities will be addressed to the students needs and we will endeavour to make them as student directed as possible, however, at this age, most children will require some assistance and 'check ins' from parents.

We are understanding of different circumstances and we are flexible. Please contact us when you need support, clarification or any other assistance. We are available from 9am - 3:30pm each day. We know this is going to be a term full of new experiences but we encourage all students to try their best and continue working with smiles on their faces!

*Mrs Bianca Latto (3L)*

[blatto@gsm.vic.edu.au](mailto:blatto@gsm.vic.edu.au)

*Miss Laura Mason (3M)*

[lmason@gsm.vic.edu.au](mailto:lmason@gsm.vic.edu.au)

### Things to remember...

- Daily activity schedules for Monday-Thursday will be sent to parents every Friday by 4pm via dojo.
- Instructional videos will be sent daily.
- Classroom teachers will be available Monday-Thursday.
- Specialist lessons will all occur on Fridays.
- Specialist work will be sent via dojo for students by Thursday 4pm each week.
- Students are to complete no more than **3 hours** of work each day.
- Only the 'priority task' (the yellow highlighted task) needs to be sent to the classroom

teacher each day. Teachers will provide feedback on the task within 24 hours.

- Our Class “Google Hangouts” session will occur daily at 9:00-9:30am.
- Each child will be allocated a small focus group time (Google Hangout) for English and Mathematics each week,
- If you child can not attend the hangout or submit the daily priority task please contact their classroom teacher via Dojo or email.

## Curriculum Aims

(Please note these are subject to change)

### Religious Education

#### Knowledge and Understanding

- Explain the literary form of parables in scripture and locate specific passages by chapter and verse

#### Reasoning and Responding

- Interpret parables and how they express the Kingdom of God

#### Personal and Community Engagement

- Reflect on the rituals used by the Catholic community when celebrating with sacred texts

## ENGLISH

### Reading and Viewing

- Draw connections between personal experiences and the worlds of texts.
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts for example, make and adjust predictions and use the text to confirm.

### Writing

- Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features
- Composing historical texts, for example, a biography on a noteworthy individual or group, a report on a significant event.
- Use software programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio element
- Exploring that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters

### Speaking and Listening

- Listen to and contribute to conversations and discussions to share information and ideas and use interaction skills, including active listening and clear, coherent communications

## Maths

### Number and Algebra

- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

### Measurement and Geometry

- Tell time to the minute and investigate the relationship between units of time
- Measure, order and compare objects using familiar metric units of length, area, mass and capacity

## STEM (Science, Technology, Engineering, Mathematics)

### Science

- Different living things have different life cycles and depend on each other and the environment to survive

### History

- Explore the diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives
- Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival
- The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions

### Respectful Relationships

- Exploring problem solving strategies for particular situations
- Identify ways to manage stress