

# St Joseph's Catholic Primary School

## Year 3 Curriculum Note

### Term 3, 2022

#### Teachers

**3M** - Mr Gareth Cox

**3J** - Mrs Christine Smith and Mrs Kylie Grose

**Learning Support Teacher** - Mrs Hayley Greenwood

**Specialist Teachers on Wednesdays:**

**Visual Arts-** Mrs Zoe Van Akker **Dance/Library-** Mrs Hayley Greenwood

Dear Parents,

We take this opportunity to welcome students and parents back for Term 3! We hope you had a restful and wonderful holiday!



The purpose of this note is to keep you informed as to what your child will be learning in Term 3 across all Key Learning Areas, hoping this will enhance the student's learning through family discussion, reading and sharing.

## Curriculum Learning

Please find below an overview of the topics we will be covering this term.

### Religious Education

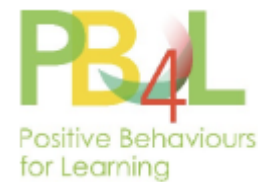
#### Eucharist: Jesus is with us

This unit develops students' understanding of the celebration of the Eucharist. The unit focuses on the key parts of the Mass and explores the ways Christ is present. It presents the Mass as central to the life of the community. In it we remember and make present the saving act of God in Christ and give thanks and praise. In sharing the Eucharist we become one body in Christ.



#### Called to Be Saints

In this unit students will explore the Christian call to be saints – to holiness – which all of us receive at our Baptism. Students will identify, in their experience, people who demonstrate holiness in love and service of others. They will also learn about the canonised saints – those whom the Church has declared saints and set before us as models of holiness. The process of canonisation will be explored. The students will be encouraged to identify ways that they can live out their own baptismal call and contribute to bringing about the Reign of God.



***PB4L in the classroom is a behaviour management system used to communicate clear behaviour expectations based on our 3 schools rules.***

#### Be Respectful

- Look and listen to the speaker
- Follow instructions the first time
- Raise your hand and wait for your name before speaking
- Use your inside voice and friendly words
- Knock and wait to be invited into a room.

#### Be Responsible

- Stay on task at all times
- Complete learning jobs
- Use classroom resources with care
- Keep resources in their correct place
- Be prepared with learning materials
- Use IT for classroom learning tasks

#### Be Safe

- Sanitise hands before eating and before entering the classroom
- Respect other people's personal space
- Walk at all times
- Keep hands and feet to yourself
- Store bags in designated areas
- Chairs under tables and four on the floor
- Seek permission to leave the room

# Curriculum Learning

## English

This term year 3 will have the opportunity to understand, interpret and experiment with a range of devices and deliberate wordplay in poetry and other literary texts. They will be exploring figurative language in poems, including adjectives, simile, metaphor and personification. Students will develop their knowledge of Antarctica in English and Geography so they can transfer and apply this knowledge when composing texts. Following this unit of work, students will further explore informative texts in the form of explanations.



This term students will:

- plan and organise ideas using headings, graphic organisers, questions and mind maps
- read and understand a range of different types of texts that explore imaginative and informative topics
- recognise that pictures or graphics can be important to add meaning
- recognise different kinds of language used in text, depending on the audience and purpose
- learn information or ideas from texts
- identify elements of their writing that need improvement and review using feedback from teacher and peers
- experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification
- incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research
- use mostly correct grammar, including simple and compound sentences
- use accurate spelling and punctuation, and edit their own writing
- plan and make presentations to the class
- engage in discussions to share ideas and information, communicating clearly with others



## Mathematics

In Year 3, students further develop their understanding of number and algebra, statistics and probability, measurement and geometry.

This term students will:

- Apply place values to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies
- Count by quarters, halves and thirds, including with mixed numerals; locate and represent these fractions on a number line
- Measure, record, compare and estimate areas using square centimetres and square metres
- Measure, order and compare objects using familiar metric units of capacity, volume and mass
- Make models of three-dimensional objects and describe key features



## Human Society and Its Environment Geography

Students will examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring country, Antarctica. They will explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students will consider how people's perceptions of places are the basis for actions to protect places and environments, and what is being

## Science and Technology

### Science: May The Force Be With You

This unit provides students with an opportunity to investigate the relationship between contact and non-contact forces and their effect on movement. Students will observe how energy and forces are used in the manufacture of products and in systems.

done in response to global warming.

### Personal Development, Health and Physical Education

#### Personal Development and Health:

##### Safe and Unsafe Situations

The focus of this unit is around making decisions about safe and unsafe situations. Students will explore safe and unsafe feelings, protective behaviours and no-go-tell strategies. Students will recognise and practise strategies that nurture mental health and wellbeing. They will develop their ability to identify problem situations and suggest ways to improve their environment or respond to different situations to feel safe and empowered.

##### Physical Education - Net, Court & Ball Games

In this unit students will have various opportunities to practice and refine movement skills related to net and court games. A variety of FMS skills will be practised and students will be able to explore different techniques to propel objects towards a target and complete movement challenges with a team. The net and court activities will allow for collaboration and reflection in order to maximise participation for all students through inclusive practices and rule modifications.



### Creative Arts

#### Visual Arts:

The Book Week theme 'Dreaming with Eyes Open' will provide inspiration for art making and appreciating this term. By exploring the theme as well as looking closely at the shortlisted books in the Picture Book and Early Childhood categories, the students will be drawing, painting and collaging to create their own illustrations, inspired by one of the illustrators.

#### Dance:

The 'Tap, STOMP!' unit, will allow students to explore the elements of dance through body percussion, the development of movement skills and the inclusion of small group performance opportunities. Students will work towards combining body movements and creating short dance sequences in order to communicate their ideas, feelings and moods.



Just a reminder...



#### Morning Arrival

Students are expected to be at school before the first bell at 8:50am.

#### Absentee notes

If your child is absent for any reason, it is very important that parents inform the school via the Compass Parent Portal for whole day absences. This is a legal requirement.

## Home Learning



Students are required to read each night, Monday through to Thursday. Reading must be recorded in the home reading log and signed by parent/carer. Parents can support their child's reading development by listening to, reading with and discussing the text with their child each night.

Useful sites for parents include;

- [Parents' guide to reading at home](#)
- [Reading with your child at home](#)

Please ensure your child has their home reading folder on a Monday to safely carry school resources home.

Students have the option to access the various websites and apps used in the classroom to further support and

consolidate learning.

## Habits of Mind



### What are the Habits of Mind?






The Habits of Mind are a set of 16 thinking skills that intelligent thinkers use to solve problems in which the answer is unknown. Researched and developed by Arthur Costa & Bena Kallick, these thinking skills or habits, are present in the best decision makers.

*Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. - Art Costa*

Here at St Joseph's we use the Habits of Mind to focus on how to respond under challenging conditions that demand reasoning, critical thinking, insightfulness, perseverance and creativity. Having information is important but knowing how to act on it is learning at a higher level.

The 16 Habits of Mind are:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

 <p><b>1. Persisting</b> <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing Impulsivity</b> <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p><b>3. Listening with understanding and empathy</b> <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b> <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking</b> (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p><b>7. Questioning and problem posing</b> <i>How do you know?</i> Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking &amp; communicating with clarity and precision</b> <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p><b>10. Gather data through all senses</b> <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p><b>11. Creating, imagining, and innovating</b> <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p><b>12. Responding with wonderment and awe</b> <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p><b>15. Thinking interdependently</b> <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b> <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



Each morning students will participate in Crunch and Sip. Please ensure your child has fresh fruit or vegetables to crunch on at this time in a reusable container. Drink bottles (Water) will also become part of the classroom environment so students can keep their brains well hydrated throughout the day.



**WASTE FREE WEDNESDAYS**

To reduce waste and develop positive habits and awareness of the environment students are asked to use reusable containers each Wednesday for all food items.



**Year 3 Events/Responsibilities**



Monday	Tuesday	Wednesday	Thursday	Friday
	PE	Waste Free	PE	Library Assembly

## Equipment for Year 3

- Pencils
- Ruler
- Sharpener
- Scissors



Please remember should you have any further concerns or questions, please do not hesitate to contact us via the school office to make an appointment.

Email: [info@sjbdow.catholic.edu.au](mailto:info@sjbdow.catholic.edu.au)

Phone: 42831111

Kind Regards,  
Mr Cox, Mrs Smith & Mrs Grose

