

Year 3

Term 2 overview

As amazing as Term 1 was, we are really looking forward to the work we have planned for Term 2. I hope the kids are rested and raring to go. Beginning with our timetable, as you can see there are no changes to our specialist days or class sport.

Year 3 timetable Term 2

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Prayer Berry Street Circle	Prayer Berry Street Circle	Prayer Berry Street Circle	Prayer Berry Street Circle	Assembly BTN & Fruit Snack
9:10 - 10:30	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH Reading
10:30	SPELLING MASTERY	SPELLING MASTERY	SPELLING MASTERY	SPELLING MASTERY	SPELLING MASTERY
11:55 - 12	LUNCH				
12 - 1	TTRS (5 minutes) MATHS	Italian	Art	TTRS (5 minutes) MATHS	TTRS (5 minutes) MATHS
1 - 2	TOPIC	Music	PE	RELIGIOUS EDUCATION	ENGLISH Writing
2 - 2:30	RECESS				
2:30	Mindfulness				
2:40	RRRR	TTRS (5 minutes) MATHS	TTRS (5 minutes) MATHS	Class sport	TOPIC
3:15	PACK UP BELL				

LITERACY SKILLS BLOCK

Reading and Spelling:

This term, students will continue building their literacy skills, with a focus on consolidating and extending their understanding of spelling patterns and rules. Each week, they will explore a new spelling sound or rule to deepen their knowledge of how words work.

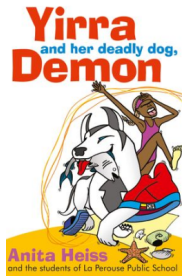
Students will also continue to strengthen their reading fluency and comprehension through daily practice using our Ochre Resource slides.

In addition, our *Spelling Mastery* program explicitly teaches spelling patterns, strategies, and rules. Together, these approaches will complement one another, supporting students to develop confidence and proficiency in both spelling and reading.

WRITING

Novel Study - 'Yirra and her Deadly Dog, Demon by Anita Heiss

Our term has begun with a unit on Australian Poetry, looking at *The Ant Explorer* by CJ Dennis and *Mulga Bills Bicycle* by Banjo Patterson. Using rhyming couplets to engage the reader we endeavour to complete our piece of poetry.



We will then move onto studying the novel 'Yirra and her Deadly Dog, Demon' by Anita Heiss. I am sure this is a story we will engage readily with. Yirra's mischievous dog, Demon, is causing chaos at home and in the neighbourhood. With complaints piling up and her family losing patience, Yirra must find a way to train him before she's forced to give him away. This lively story offers a fun and engaging glimpse into contemporary urban Indigenous life in Sydney.

The children will be reading the novel in class but they may also listen to the audio book at home. We highly encourage children reading it at home first, or during the time as we read it in class (this could be their homework reading task).

MATHS

As always, each Maths lesson will follow a carefully designed evidenced based structure:

- 5 minutes: Developing mathematical fluency.
- 15 minutes: Reviewing previously learned concepts.
- 25 minutes: Explicit instruction of new concepts.
- 15 minutes: Practicing newly introduced skills

This approach ensures a well-rounded and engaging learning experience, supporting both skill development and a deeper understanding of mathematical concepts.

Throughout Term 2, Year 3 students will explore important mathematical concepts through focused and engaging lessons. They will focus on the following key areas:

- **Fractions:** Identifying, applying, and solving problems involving fractions
- **Length:** Using formal measurement units to measure and classify a variety of objects
- **Patterns:** Learning to follow algorithms to generate and extend number patterns.
- **Data Representation:** Developing skills in collecting, analyzing, and organizing data through graphs and visual representations.
- **Addition and Subtraction:** Adding and subtracting three-digit numbers using a range of mathematical strategies.

These units are carefully designed to enhance your child’s mathematical abilities, fostering confidence and ensuring their learning is both hands-on and meaningful.

TOPIC:

Journey Around Australia

In this unit, students ‘journey’ around Australia to explore each state and territory, using maps to locate places and identify their natural and human features. They investigate how landscapes, climates, and environments influence where and how people live, and recognise the cultural and spiritual significance of Country/Place for First Nations peoples.

Students develop geographical skills by asking questions, locating and recording information, interpreting data from maps and images, and comparing similarities and differences between places. They communicate their learning through travel journals, maps, and a final travel brochure that highlights the features and significance of an Australian location.

I know many families have experienced vast places in our beautiful country and I am more than happy to add your photos or experiences as we ‘travel’ our vast land. This is our proposed itinerary (timeline to cover the topics). We are actually beginning Tasmania in week 3 so if you want to send in pictures please do.

Travel itinerary:

Week:	Destination:	Key locations to visit:	Week:	Destination:	Key locations to visit:
1	Tasmania 	Piyura Kitina (Risdon Cove), Kunanyi (Mount Wellington), Port Arthur Historic Site Optional detour: Freycinet National Park 	5	Western Australia 	Perth (Kings Park, Swan River), Pinnacles Desert, Ningaloo Reef, Bungle Bungles Optional detour: Wave Rock 
2	Victoria 	Melbourne (Federation Square, Yarra River), Great Ocean Road, Grampians, Sovereign Hill (Ballarat) Optional detour: Phillip Island 	6	South Australia 	Adelaide (Torrens River), Kati Thanda - Lake Eyre, Kangaroo Island Optional detour: Flinders Ranges 
3	New South Wales & ACT 	Sydney Opera House, Sydney Harbour Bridge, Parliament House (Canberra) Optional detour: Blue Mountains (Three Sisters) 	7	Northern Territory 	Darwin, Kakadu National Park, Uluru Optional detour: Kings Canyon 
4	Queensland 	Brisbane River and South Bank, Great Barrier Reef, Daintree Rainforest Optional detour: Fraser Island (K'gari) 	8	Reflection Day 	Looking back at our journey and sharing our memories and knowledge.

RELIGIOUS EDUCATION

Term 2 in Religious Education is set to be exciting, as those who are a baptised Catholic, will partake in their first school sacrament, *Reconciliation* on Friday May 1st at 10am.

During our preparations we will look at the gospel stories to uncover the importance of this Sacrament. The Lost sheep story reminds us that we are all important to God, the story of Adam and Eve explains the origin of 'sin' and our need to seek forgiveness. The Prodigal son story teaches us that God is very forgiving and will always welcome us if we repent. For those who are not partaking in the Sacrament on the day, they will complete the coursework with their peers and support them through the sacrament fully sharing in the fun and learning with their classmates.

Please look for Miss Malony's section of the newsletter for further details about the retreat day and the day of the Sacrament itself and watch for the forms being sent home via the portal.

After Reconciliation will continue to explore Luke's scripture passage 'Zacchaeus the Tax Collector' as we continue to unpack unpack the key theme of *forgiveness*.

RESPECTFUL RELATIONSHIPS

During our Respectful Relationships lessons this term we will be covering topics 3 and 4. Both these topics tie in beautifully with our Religion focus on Reconciliation.

Positive Coping;

The students will explore how emotions can vary in strength and learn practical strategies to manage and express them in positive ways. They will develop a range of coping skills, practise self-calming techniques, and build an understanding of how to respond effectively in different situations. Students will also learn about the importance of taking responsibility for their actions and the value of a sincere, meaningful apology.

Problem Solving;

The students will develop their communication and teamwork skills to build positive relationships. They will explore what cooperative behaviour looks like in group settings and consider how their choices can influence group outcomes. Students will also learn and practise strategies for resolving conflict, understand when it is appropriate to take on leadership roles, and develop skills to respond safely and confidently in situations where they may feel uncomfortable or unsafe.

HOMework

Students will continue to receive homework *every Thursday*. It is expected that students return their homework book to school on a Thursday to receive the following homework tasks. Please assist them to maintain positive study habits and a homework routine that fits their schedules.

Homework will consist of a weekly maths sheet, *nightly TTRS practice* (5-10 mins) and nightly reading (10 minutes). Reading may be done out loud or shared with a parent/adult or reading to self, hopefully a mix of both. Homework in week 1& 2 will consist of doing

tasks in preparation for Reconciliation. Please take this time to discuss the activities with your child as it is an extension of what we will cover in class.

Classroom general details:

- We finally have a confirmed Camp date; **Wednesday Dec 2nd**. The children will have their normal day at school on Wednesday, return to school around 4:30-5:00pm when we leave by bus for the Zoo. We will then have dinner, a night tour seeing the nocturnal animals and sleep over at the Zoo. In the morning on Thursday we will have another tour to see the other animals that had been sleeping then return to school. Times, details and dates will all be sent out closer to the camp itself.
- Fruit snack: Please be mindful of what is sent in their lunchboxes; we have had a delicious and nutritious array but it needs to be simple to eat and non-messy as we don't want to waste learning time with washing hands or cleaning up drips or spills. Now that they are getting older it is an expectation that we continue aspects of our work while we snack.
- Sports Uniform: We wear PE uniform and runners on Wednesday and Thursday only.
- Allergies: Please be mindful about sending food to school that contains nuts or nut products. We have not had any incidents yet but do need to be aware there are children at our school who have life threatening allergies and we need to be careful.

I thank you all for your continued support to ensure we are set for an amazing year. Please feel free to contact me if you have any concerns or questions or find me in the yard before or after school. I look forward to working with you all this year!

Thank you for taking the time to read.

Joanne Collins (Year 3 classroom teacher)

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