



# Year 3

## Term 1 Overview

Welcome to Year 3. Students are already becoming familiar with Year 3 routines and expectations. Please read on for an overview of the learning planned for the term ahead.

### English: Examining imaginative texts

#### Focus:

This term, engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. Students use interaction skills when engaging in discussions about texts.

#### Assessment Task- Due Friday, Wk 10

Students will take on the role of a host of a TV style book and present their review and recommendation for a great book to read to their peers.

### Mathematics

#### Focus:

##### Number

- manipulate numbers using understanding of place value in the base-10 number system including partitioning and regrouping

##### Space

- determine key features of familiar spaces and use these when creating spatial representations (maps)

##### Statistics

- undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings

#### Assessment Tasks

- Number and space - **Weeks 4- 6**
- Statistical investigation - **Weeks 9-10**

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## Term 1

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### Key Dates:

- **Assembly:**  
Friday's 9.00am
- **NAPLAN Assessments**  
Wednesday 11th to  
Friday 20th March
- **Buzz Fair**  
Monday 23rd March  
Tuesday 24th March
- **School Cross Country**  
Monday 30th March

### Science: Is it living?

#### Focus:

Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.

Students will:

- Group living things based on observable features.
- Distinguish living things from non-living things.
- Communicate ideas using scientific language.

#### Assessment Task: - Due Friday, Wk 10

## **HASS: Our unique communities**

In Semester 1, students will conduct an inquiry to answer the following inquiry question: *How do people contribute to their unique communities?*

Students will:

- Identify individuals, events and aspects of the past that have significance in the present.
- Identify and describe aspects of their community that have changed and remained the same over time.
- Explain how and why people participate in and contribute to their communities.
- Identify a point of view about the importance of different celebrations and commemorations to different groups.
- Pose questions, locate and collect information from sources, including observations to answer questions and draw simple conclusions.
- Sequence information about events and the lives of individuals in chronological order.
- Communicate their ideas, findings and conclusions in visual and written forms

**Assessment Task– Due Friday, Wk 9– Term 2**

## **Media Arts– Persuade to protect**

### **Focus:**

During Semester 1, students explore media artworks that inform the making of collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.

Students will:

- describe and discuss similarities and differences between media artworks they make and view.
- discuss how and why they and others use images, sound and text to make and present media artworks.
- work collaboratively using technologies to make media artworks for specific audiences and purposes .
- collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

**Assessment Task– Due Friday, Wk 9– Term 2**

## **The Arts–Dance**

### **Focus:**

In Term 1, students will participate in weekly dance program delivered by Footsteps dance company. Students will learn different forms of dance each week, including those from other cultures.

Students will:

- Explore and demonstrate fundamental movement skills (locomotor and non-locomotor).
- Develop balance, coordination, musicality and body control.
- Perform with control, accuracy, musicality and spatial awareness
- Work collaboratively using canon and timing.
- Build confidence in expressive movement and performance. Understand how to refine technique through repetition and feedback.

**Class performance – Due Friday, Wk 10**

# Health and Physical Education

**Focus:**

## Physical Education:

**Scot Scot** -Students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. They apply these skills, concepts and strategies to solve scooter-riding challenges and create and perform a scooter-riding sequence.

**Assessment Task– Due Friday, Wk 9**

## Health:

**Good Friends** — Students explore the impact of positive social interaction on self-identity. They investigate friendships and examine the qualities we look for in a friend.

**Assessment Task– Due Friday, Wk 9– Term 2**

## Homework Expectations

Homework is used as a teaching and learning tool for your child to gain independence, responsibility and to further reinforce their in-class learning. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

## Important Information



- Please remember to ALWAYS bring a HAT to school. Please ensure that students have their hats labelled and at school everyday for sun safety.
- Remember to bring your water bottle every day; hydration is key!
- We love to have healthy bodies and minds at Brassall and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning fruit break.

### Teacher Contact Details:

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