



# Year 3

## Term 2 Overview

We're looking forward to another exciting term of learning and growth with our Year 3 students. Thank you for your continued support!

### English: Examining informative texts

#### **Focus:**

This term, students will explore a range of informative texts to build knowledge and vocabulary. They will learn how texts like reports and procedures are structured and how authors use features such as headings and images to present information clearly. Students will plan and write their own informative texts using topic-specific words, visual features, and simple paragraphs.

Students will:

- read, view and comprehend texts, recognising their purpose and audience
- identify literal meaning and explain inferred meaning
- describe how texts are structured and presented
- describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning
- create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts
- use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features

#### **Assessment Tasks**

Reading, and comprehension - Friday, **Week 9**  
Writing and creating informative texts - **Weeks 8-9**

### Mathematics

#### **Focus:**

This term, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

#### **Number and Algebra**

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context

#### **Measurement**

- use metric units to measure and compare events and duration

#### **Assessment Tasks**

Number and Algebra - Friday, **Week 6**  
Measurement - Friday, **Week 7**

# Science: Spinning Earth

## **Focus:**

In this unit students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise, sunset and shadows. They identify the observable and non-observable features of Earth and compare it's size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes.

Students will:

- Use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations.
- Use diagrams and other representations to communicate their ideas.

**Assessment Task:-** Investigating the sun, Earth and Us - Friday, **Week 8**

# 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, **Week 9**

# 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, **Week 9**

# Health and Physical Education

Focus:

## Physical Education:

**Take your marks, get set, play** -Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.

**Assessment Task**– Due Friday, **Week 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, **Week 9**

## 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.

## Term 2 Key Dates

### April

- **Prep Vision Screening**  
Monday 20th –Tuesday 21st April
- **Anzac Day Ceremony**  
Friday 24th April
- **Parent-Teacher Interviews**  
Tuesday 28th –Wednesday 29th April

### May

- **Labour Day Holiday**  
**Public holiday - school closed**  
Monday 4th May
- **Mother's Day Stall**  
Wednesday 6th May
- **Ipswich Show Day**  
Friday 15th May  
**Public holiday - school closed**

### June

- **School Photos**  
Tuesday 3rd June– Wednesday 4th June
- **Senior Athletics Carnival**  
Wednesday 17th – Thursday 18th June
- **End of Term 2**  
Friday 26th June

### Teacher Contact Details:

- 3A - Erin Ryan - emcga26@eq.edu.au  
- Fiona Banjer- fbanj1@eq.edu.au
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