

**ENGLISH**

Students will be exploring and engaging with narrative texts and their features this term. They will respond to different picture prompts to create their own narratives. Students will explore and investigate the many features of narrative writing including imagery, building tension, complication and resolution. They will continue to develop their understanding of language conventions, spelling strategies, grammar and sentence structure when writing within these text types. Students will be actively working to develop comprehension and reading strategies through a range of independent and small group activities.

**MATHEMATICS**

Students will work with numbers to 10 000. They will recognise, model, represent and order these and classify numbers as either odd or even. They will then apply this [place value](#) knowledge to partition, rearrange and regroup numbers to at least 10 000 to assist with addition and subtraction calculations and solving problems. Further work will focus on recognising and explaining the connection between addition and subtraction. Students will also model and represent unit fractions including  $1/2$ ,  $1/4$ ,  $1/3$ ,  $1/5$  and their multiples to a complete whole.

**RELIGION**

Students will be focusing on the Sacraments of Initiation- Baptism, Confirmation and Communion. They will identify the main symbols and actions of each Sacrament of Initiation and gain an understanding of how these Sacraments welcome and strengthen members within a Church community. Students will also look at the hierarchy of the Catholic Church and gain an understanding of significant people within a parish and diocese, with emphasis on the role of a Bishop. Students will explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community.

**HEALTH**


Students will examine how successes, challenges and failures strengthen their own personal identities. They will investigate what it means to be successful and have a growth mindset. Students will explore and respond to a range of challenges that occur daily and determine strategies to help them persevere with these challenges. Student's will research a famous Australian who took on personal challenges and succeeded to become an inspiration to the nation.

**HASS**

In this unit claeed Aussie, Aussie, Aussie! Students will examine what makes Australia unique and what contribution are made by different groups and individuals in the community to shape what it means to be an Australian. Through this unit students will use and develop their inquiry and skills of questioning, researching, analysing, evaluating and reflecting, and communicating. They will examine the importance of [Country/Place](#) to Aboriginal and/or Torres Strait Islander Peoples, days and weeks celebrated or commemorated in Australia and the Celebrations and commemorations in places around the world. They will discover why people participate within communities and how they can actively participate and contribute. They will also look at the [representation](#) of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human. Learning will culminate in the students planning and producing an event for an Australian day community party.

**VISUAL ARTS**

Students will explore ideas and artworks from a range of Aboriginal and Torres Strait Islander artists to link in with their HAAS learnings. They will use these artworks and techniques learnt as inspiration for their own representations of Aboriginal art. Students will explore the history of Aboriginal art through many different mediums including rock and sand art drawing on the use of symbols to story tell alongside cross-hatching and dot and X-Ray painting. They will engage in many texts regarding aboriginal beliefs and study Song Lines through the text 'The Legend of the Seven Sisters. Students will culminate their learning in a class collaborative art piece about the Rainbow Serpent using all forms of art work they have studied.

|  |   |  |
|--|---|--|
| <p><b>LOTE – Mrs Georgette Harrison</b><br/>なに を 見ますか (What do you see?) In Japanese, we will be talking about animals we see or don't see at the zoo. Students will learn a traditional Japanese song, Zou-san (Mr. Elephant) and use this as a base to create our own original song lyrics. がんばりましょ<br/>う!</p>   | <p><b>HPE – Mrs Alaana Shepherd</b><br/>This term in Physical Education, students will practice and refine loco-motor and object control skills (catching, throwing, dribbling and bouncing) to participate in modified ball games. They will discuss and demonstrate the ability to select different movements to be successful in game situations. Students will apply rules fairly and scoring systems when participating in game play</p> | <p><b>Music – Mrs Joy Dawson</b><br/>In term 1, Year 3 students will be learning about use barlines in different metres. Composing using “taa, ti-ti, sah and introducing Two-o.” The students will be also introduced to “do” in solfa and using stems on the notes on the Music staff.</p> |
| <p><b>Technology – Mrs Leesa Keaton</b><br/>Year 3 students will be creating an E-book to develop digital story skills such as typing, inserting, formatting and editing. Power Point will be used for this activity. Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)</p> |   |  |