



# Year 3 Term 2 Newsletter

Dear Parents,

Welcome to Term 2! A special welcome to our newly enrolled students and their families.

We have an exciting term ahead! The following outline provides an overview of the learning that will take place this term. If you would like any further information about any aspect of our programs, please speak with your child's teacher.

## Dates for your Diary:

- |                                  |  |
|----------------------------------|--|
| ➤ Thursday 15 May                | Zone Cross Country   |
| ➤ Friday 16 May                  | Walk Safely to School Day  |
| ➤ Monday 9 June                  | Public Holiday   |
| ➤ Tuesday 24 June                | 3-6 Athletics Carnival   |
| ➤ Friday 27 June                 | Reports distributed  |
| ➤ Monday 30 June – Friday 4 July | Parent Teacher Interviews (Week 10)                                |
| ➤ Friday 4 July                  | Last day of Term 2 ( <i>students will return Tuesday 22 July</i> ) |

## Communications

Please ensure that you have access to the School Bytes app for notifications and weekly newsletters along with parent access to Seesaw.

## Health Check

Please only send your child to school if they are well and healthy, do not send your child to school if they are unwell and/or exhibiting any flu-like symptoms. Parents will be asked to collect their child immediately if they become unwell during the day.

## English

This term, students will explore how arguments can be presented in literature through the study of the text *Wandi*. They will compose texts using persuasive language and will plan and deliver a spoken presentation in class. Students will also develop their understanding of how authors use imagery and symbols within various texts. They will experiment with the use of salience and figurative language to create a multimodal text.

Students will participate in a weekly modelled reading program where they will continue to develop their ability to make connections and infer deeper meaning from the texts they read. Within guided reading sessions, teachers will support students to apply comprehension strategies, such as predicting, questioning, monitoring, visualising and summarising to comprehend a range of fiction and non-fiction texts. Students will also work on developing their vocabulary knowledge as well as their fluency and expression when reading aloud.

Students will continue to participate in the 'Words Their Way' program to assist with their spelling development. This program engages students in guided spelling lessons aimed at targeting their specific spelling needs, as well as their vocabulary development and awareness of spelling patterns.

During handwriting lessons this term, students will practise forming precursive letters and will begin to use entry and exit hooks as they learn to join letters. They will continue developing their ability to position their letters correctly on the line with appropriate slope and spacing between words.

## **Mathematics**

Students will continue to develop their ability to work mathematically by reasoning, problem solving and communicating across the strands *Number and Algebra*, *Measurement and Space*, and *Statistics and Probability*. All lessons are adapted to suit the skill level of each student. Mathematics content will be connected across these strands to enable students to develop a deep understanding of the following concepts.

### *Number and Algebra*

- Whole numbers: Read, represent and order numbers to thousands
- Whole numbers: Apply place value to partition and regroup numbers up to 6 digits
- Whole numbers: Order numbers in the thousands
- Whole numbers: Recognise and represent numbers that are 10, 100 or 1000 times as large
- Generate and describe patterns
- Use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10
- Recall multiplication facts of 2 and 4, 5 and 10 and related division facts
- Represent and solve problems involving multiplication fact families
- Use known number facts and strategies
- Represent and solve word problems with number sentences involving multiplication or division
- Use the principle of equality
- Select strategies flexibly to solve addition and subtraction problems of up to 3 digits
- Partition, rearrange and regroup numbers to at least 1000 to solve additive problems

### *Measurement and Space*

- Position: Interpret movement on a map
- Position: Location positions on grid maps
- Position: Create and interpret grid maps
- Position: Use directional language and describe routes with grid maps
- 2D shapes: Transform shapes by reflecting, translating and rotating
- 2D shapes: Compare and describe features of two-dimensional shapes
- 3D objects: Connect three-dimensional objects and two-dimensional representations
- 3D objects: Make models of three-dimensional objects to compare and describe key features
- Volume: Measure and order containers using litres
- Volume: Use scaled instruments to measure and compare capacities (internal volumes)

### *Statistics and Probability*

- Collect discrete data
- Organise and display data using tables and graphs
- Interpret and compare data
- Identify possible outcomes from chance experiments
- Describe the likelihood of outcomes of chance events
- Identify when events are affected by previous events

## **History: Community & Remembrance**

This term in History, students will explore the importance of Country and Place to Aboriginal and Torres Strait Islander Peoples. They will identify the first people to live in our local area, the Darug People, as well as explore their language and connection to Country. Students will then investigate the continuity and change of our local area. They will focus on how education has changed over time in Castle Hill, specifically focusing how our school has developed and changed over time. Throughout all lessons, students will study a variety of sources to gain insight on content being investigated.

## **Creative Arts: Visual Arts & Music**

This term in creative arts, Stage 2 students will participate in the art forms of visual arts and music. During visual arts lessons, students will look at artworks by Sydney Nolan, Leo Lionni, Mary Wells and Wassily Kandinsky to understand that artists make artworks for different reasons. They will also observe the artists' style and techniques to create their own artworks. In music lessons, students will develop their knowledge, understanding and skills around performing, organising sound, and listening. They will be learning about the musical elements of beat, dynamics and rhythm. Students will create and perform a beat to simple nursery rhymes or musical songs using symbols and percussion instruments.

### PDH, Child Protection & PBL

This term, Stage 2 students will explore the physical, social, and emotional changes they experience from infancy to adulthood. They will also discover strategies for managing these changes. In addition, students will learn to recognise different trusted adults in their lives whom they can approach for help or to gain further insight into the changes they are experiencing. During child protection lessons, we will have discussions about the importance of trust in relationships and identify sources of support to manage the changes associated with puberty.

### PE with Mr Teylan & Mrs Plant

Students will participate in modified games using skills and rules from a new game of tchoukball. Students will aim to refine their throwing, catching and passing skills from a moving and stationary position. They will also develop cooperative skills to improve teamwork and fair play. There will be a focus on athletics skill development with an emphasis on developing throwing techniques in discus, shotput as well as techniques for running, including races and relays. Please ensure that your child is aware of what day they have their physical education lesson so that they are wearing their sports uniform including a hat and a drink bottle. If your child is at school and is unable to do PE because of sickness or injury, please provide a note.

Year 3 students are asked to wear their **sports uniform** on the following days this term for **PE lessons**:

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>3B &amp; 3K</b>	<b>3A &amp; 3C</b>	<b>3M</b>	<b>All Year 3 students</b>

### Library Borrowing

Year 3 classes will borrow on a weekly basis from the library during their STEM lesson. All students must have a library bag to borrow and can borrow up to 2 books at a time. Library bags can be purchased from the school library for \$2.

Library borrowing will run on the following days for Year 3 this term:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>3A, 3B, 3K &amp; 3M</b>	<b>3C</b>			

### Homework

Students will continue to be assigned homework tasks to complete over a fortnight. The homework activities to be completed include daily home reading, spelling tasks, mathematics and KLA tasks. All homework tasks are designed to be revision and should be able to be completed independently, however, we encourage students to read aloud for the home reading component on at least some of the nights. Please record your child's home reading on the grid each day, which can be found on the fortnightly homework sheet. Students will need their Mathletics account log in details to access mathematics homework tasks.

### Absences

Absences from school require an explanation. You can notify the school through the School Bytes app, a written note or an email. Absences **must be explained within seven (7) days**.

Please advise the school if your child will be taking an extended absence as this may require the completion of an exemption form. If students are arriving at school late or departing school early, they must be accompanied by a parent/guardian and signed in or out at the front office.

If at any time you have questions or concerns about your child's learning or welfare, please feel free to make an appointment with the class teacher. We are looking forward to a fabulous term!

Warm regards from the Year 3 teachers,

Mrs Ambler, Mrs Commens, Mrs Mathur, Mrs Wood, Mrs Balfas and Miss Kean (*relieving Year 3 Assistant Principal*).