

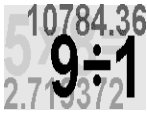





Year Three Curriculum Overview – Term Two, 2024

<p>Religious Education</p> 	<p>Prayer and Sacraments - Living as a Disciple of Jesus</p> <p>Throughout this unit of work, we investigate the big question <i>How do the sacraments of initiation help us to live as a disciple of Jesus?</i> Students explore and experience the Sacramental, Spiritual and Liturgical life of the Church and the place of personal and communal prayer and traditional forms of Catholic prayer. The structure and purpose of Liturgical Responses and Liturgical Language will be examined in context. The study of the centrality of the Sacramental life is designed to support and complement, but not take the place of, Parish Sacramental Programs.</p> <p>Students will develop a knowledge and understanding of Catholic Prayer, Sacraments and Liturgical Action as expressions of an ongoing relationship with God, a capacity to plan and participate in them, and a desire to pursue a mature spiritual life enriched by the Sacraments.</p>																		
<p>English</p> 	<p>The following focus areas will be explored this term: oral language and communication, vocabulary, reading fluency, reading comprehension, creating written texts, spelling, handwriting and digital transcription, understanding and responding to literature.</p> <p>During reading sessions, students will be working in groups to develop reading, comprehension, conventions of language and cooperation skills. All students will participate in small group instruction where they work closely with their teacher on reading and/or comprehension skills. All students will be exposed to short reading texts and will work with the teacher to deeply comprehend these texts. Some students will continue Guided Reading, while others will continue with Readers Circle using novels that they will take home to read. Your child may not always come home with a reader in Year 3, but the expectation is that they read every night. They can read books from home or the library. Students are encouraged to complete their reading log, record their reading progress, and bring it in to show their teacher upon completion.</p> <p>During writing sessions, students will continue to develop their imaginative writing skills, as they work to plan, compose, edit and publish a narrative that is a sequel to 'Fantastic Mr Fox'. Upon completion of this imaginative writing task, students will move on to developing their skills in writing informative texts. They will develop and extend their writing skills through explicit teaching using correct grammar, punctuation, spelling, language devices along with exploring a variety of sentence types. Whilst building their informative writing skills, students will engage with the following two mentor texts: <i>Iceberg</i> by Claire Saxby and <i>Earth's Incredible Oceans</i> by Jess French.</p>																		
<p>Mathematics</p> 	<p>During Term Two, students will be exploring the following areas in Mathematics:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Weeks</th> <th style="width: 50%;">Big Idea</th> <th style="width: 35%;">Focus Areas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1-2</td> <td style="text-align: center;"><i>Fractions represent multiple ideas and can be represented in different ways</i></td> <td>Partitioned fractions Multiplicative relations Geometric measure</td> </tr> <tr> <td style="text-align: center;">3-4</td> <td style="text-align: center;"><i>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.</i></td> <td>Representing numbers Multiplicative relations</td> </tr> <tr> <td style="text-align: center;">5-6</td> <td style="text-align: center;"><i>Visual representations help understand aspects of the world (chance and position)</i></td> <td>Data, Chance Two-Dimensional Spatial Structure Three-Dimensional Spatial Structure</td> </tr> <tr> <td style="text-align: center;">7-8</td> <td style="text-align: center;"><i>What needs to be measured determines the unit of measurement.</i></td> <td>Representing numbers Two-Dimensional Spatial Structure Three-Dimensional Spatial Structure</td> </tr> <tr> <td style="text-align: center;">9-10</td> <td style="text-align: center;"><i>Angles are the primary structural component of many shapes.</i></td> <td>Partitioned Fractions Geometric Measure Non-Spatial Measurement</td> </tr> </tbody> </table> <p>Throughout these topics, students will learn to problem solve and have opportunities to apply their skills to everyday situations.</p>	Weeks	Big Idea	Focus Areas	1-2	<i>Fractions represent multiple ideas and can be represented in different ways</i>	Partitioned fractions Multiplicative relations Geometric measure	3-4	<i>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.</i>	Representing numbers Multiplicative relations	5-6	<i>Visual representations help understand aspects of the world (chance and position)</i>	Data, Chance Two-Dimensional Spatial Structure Three-Dimensional Spatial Structure	7-8	<i>What needs to be measured determines the unit of measurement.</i>	Representing numbers Two-Dimensional Spatial Structure Three-Dimensional Spatial Structure	9-10	<i>Angles are the primary structural component of many shapes.</i>	Partitioned Fractions Geometric Measure Non-Spatial Measurement
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<p>Inquiry/ Science</p> 	<p>This term our Science Inquiry unit will be based around the big question: <i>How are environments and living things interdependent?</i></p> <ol style="list-style-type: none"> 1. What are the cycles in our world? 2. How can we differentiate between living and non-living cycles? 3. How do differing environments affect life cycles? <p>Students will participate in a variety of inquiry-based learning experiences where they will be expected to work collaboratively, develop their research skills, and learn different ways of presenting their findings.</p>																		

 <p>PDHPE</p>	<p>Students will continue to work through the Second Step program, focusing building their social-emotional skills. This term, our lessons will focus on Emotional Management (calm down strategies) and Problem Solving.</p> <p>In PE, students will engage in general fitness activities and lessons, focussing on the Fundamental Movement Skills of sprint run, catch, kick and overarm throw.</p>
 <p>Creative Arts</p>	<p>Throughout term 1 and 2 student learning in visual arts is linked to iconic Australian artists and items, as students reflect on continuity and change in our community throughout time. Students recreate both the natural and built environments. This specific unit will have the children using different artistic methods such as drawing, painting, photography, and different forms of digital art.</p> <p>With Mrs Whyte in CAPA lessons, students will participate in a variety of Drama activities throughout the term.</p>

Additional Information

	<u>MONDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
3 Blue	Sport with PE teacher	Creative Arts & Library	Japanese	Fitness
3 Gold	Sport with PE teacher	Library	Japanese & Creative Arts	Fitness

Homework

Compulsory Homework

- **Students are expected to read every day for at least 20-30 minutes.** Students must keep records of their reading using the Reading Log. Once they have completed 25 nights of reading, they will receive their next reading log. Please see your teacher if you need new reading logs.
- Some students will be sent home guided readers and these need to be read every night and **returned to school every day**. If your child does not have a reader, they can read a library book or a book from home of their own choice.
- Throughout the year, some students will receive novels to participate in Readers Circle. The students will need to read an assigned number of pages and will use their sticky tabs (listed on the class requirements list) to identify parts of the book they liked, disliked or that they found puzzling. These will be discussed during our small group instruction. These novels need to go home each night and be **brought back to school everyday**. **It is imperative that they read the discussed pages for homework to ensure they can participate in rich discussions back at school.**
- Students will occasionally be given home tasks connected to the topics being covered in other subject areas. Information about these home tasks will be given to students and parents as they arise.
- Students will receive Second Step home tasks fortnightly during Term 2 to complete as a follow-up to what is being studied in class.

IMPORTANT DATES

- *Mother's Day Liturgy and Breakfast* – Thursday 9th May
- *Year 3 Parish Mass* – Monday 27th May, 9am at St Cecilia's Parish
- *Parent Info. Night for Sacrament of Confirmation* – Monday 27th May, 7pm at St Cecilia's Parish House
- *Year 3 Weekend Mass: Confirmation Enrolment Presentation Weekend* 1st June @ 5:00, St Cecilia's Church
- *Faith and Learning Walk* – 26th June @ 2.30pm in Year 3 classrooms
- *Stage 2 Netball Gala Day* – 28th June @ Baker Park Wyong
- *NAIDOC Mass* - 3rd July, 9.30am in School Hall
- *Staff Development Day* – Friday 5th July
- *Sacrament of Confirmation Ceremony* – Saturday 20th July, 10am at St Peter's

We look forward to a great term together in Year 3. Please do not hesitate to contact us if you have any questions at any time.

Mrs Angela Sartor, Mrs Kate Kiddle and Mrs Stephanie Alchin.