



**St Paul's School Learning Outline
Year 3 Term 1 2018**

Subject	Summary of content	How you can help your child
English	<p>Reading</p> <ul style="list-style-type: none"> • Reading independently, in pairs, small groups and whole class novel study • Comprehension strategies including: Activating Prior Knowledge, Self-Monitoring, Word Attack Strategies, Predicting, Questioning and Visualising. <p>Writing</p> <ul style="list-style-type: none"> • Revisiting the Writing Process: Plan, Draft, Edit, Revise, Publish • Introduction to Information Report & Narrative Genres • Focus on how to write a good paragraph <p>Language Elements</p> <ul style="list-style-type: none"> • Focus on a range of language elements including common and proper nouns, capital letters, singular and plural nouns, sentence endings, verbs, conjunctions, past and present tense, commas and adjectives. • Weekly spelling focus and activities to support spelling development <p>Speaking</p> <ul style="list-style-type: none"> • At home sharing task that focuses on 'Special Days around the World.' This is presented in weeks 5, 6, 7, 8 and 9. 	<ul style="list-style-type: none"> • Encourage your child to read for at least 15min, four nights a week. Use the Literacy Pro program to guide the level of text your child should be reading (more info to come!) • Talk to your child about the book/s they are reading; what is happening, who are the characters, what do they like/dislike about this book. • Discuss the weekly spelling rule with your child, encourage your child to learn their spelling words & rule. • Encourage your child to rehearse their sharing.
Maths	<p>Number and Algebra</p> <ul style="list-style-type: none"> • Reading, Writing, Ordering and Renaming 3 and 4 digit numbers • Addition and Subtraction of 1, 2 and 3 digit numbers • Recognising and identifying odd and even numbers • Recognising simple number patterns • Understanding Coins and Notes • Identifying, comparing and using simple fractions including halves, quarters and eighths <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Reading and using o'clock and half past times • Measuring using cm and m • Identifying symmetry • Understanding the properties of 2D and 3D shapes <p>Problem Solving</p> <ul style="list-style-type: none"> • Reading, interpreting and solving written problems 	<ul style="list-style-type: none"> • Encourage your child to go onto <i>Mathletics</i> at least three nights/week, they should be doing assigned tasks as well as playing live • Encourage students to complete set Maths homework activities and provide assistance when required • Encourage your child to practice number facts • Ensure they are reading o'clock and half past times on the clocks at home, in the car or at the shops • Encourage children to help you with the shopping. Ask them to pay for items using their own money! • Talk to your child about what they are doing in class



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<p>Science</p>	<p>Feathers, Fur or Leaves Students will:</p> <ul style="list-style-type: none"> • Explore the differences between living, non-living and once living • Recognise characteristics of living things • Categorise living things as vertebrate, invertebrate or mammal, reptile, fish, amphibian, bird • Recognise all living things have needs • Carry out an investigation on animals found in the leaf litter at school 	<ul style="list-style-type: none"> • Discuss the difference between living, non-living (man-made, never living) and once-living (by-product of a living thing i.e. leather). • Explore all types of different animals (i.e. birds in your yard, family pets, ocean creatures, farm animals), discuss their features, what they look like, skin covering, their classification (mammal, bird, and reptile). • Visit the museum and have a look at all of the different specimens that they have on display.
<p>Humanities and Social Sciences</p>	<p>Special Days from Around the World Students will be learning about special days from around the world and in Australia. They will explore:</p> <ul style="list-style-type: none"> • what a special day is • how different people celebrate special days • the history of these special days • symbols that represent these special days, and; • why special days are celebrated. 	<ul style="list-style-type: none"> • Discuss celebrations that you and your family honour; birthdays, Christmas, Easter, special national celebrations • Discuss why your family celebrates certain events and the significance of these events to your family • Discuss other celebrations that you may be aware of, talk about where they come • <i>**Assist your child to prepare and practice their 'Special Days From Around The World Speaking Task' (information coming home week 1 or 2, presentations week 5 - 9)</i>
<p>ICT</p>	<ul style="list-style-type: none"> • Students learn about how to log onto the computer using their personal username and password. • Students learn to navigate their laptop and use the mouse, headphones, save onto a USB • Students are introduced to Microsoft Word • Students will use the Book Creator Program on the iPads to create a digital journal • Students will practice searching for information using the internet 	<ul style="list-style-type: none"> • Encourage your child to use your computer at home • With assistance, allow your child to use google to search for information on the internet • Encourage students to participate in <i>Mathletics and Lexile!</i>
<p>IST</p>	<p>Students will be immersed in the concept of 'Patterns'. Students will be working vertically with the Year 4 classes.</p>	<p>Point out and discuss patterns that we see on a regular basis - these might include days of the week, months of the year, rotation of the earth. Discuss patterns of human behaviour and how we can develop good and bad patterns. Discuss other patterns in the natural world Discuss structural patterns in architecture Encourage your child to be creative and discover other patterns they see around them.</p>
<p>Music</p>	<p>In Term 1, Year Three students will be studying a unit that combines two of their classroom topics - celebrations from</p>	<p>Talk about music from around the world with your child - what kind of songs do people listen to on Australia Day? What sort of music is played during Chinese New Year</p>



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	<p>around the world, and zoo animals. They will learn songs that are relevant on special holidays like Australia Day and Chinese New Year, as well as learning songs about animals. Throughout the term students will begin learning to play the recorder and will be consolidating and furthering their knowledge of playing instruments such as the ukulele and the xylophone, and of course, singing. Students will gain experience in reading and writing music notes as well as developing their listening skills whilst participating in a range of musical activities.</p>	<p>celebrations? On St Patrick's Day, what music would you expect to hear? If you know any songs about animals, share these with your child too. Make singing a natural part of every day, whether it is in the car on the way to school or while doing things around the house. Ask them what songs they have learnt to sing and play and encourage them to practice these at home.</p>
<p>Japanese</p>	<p>"Matsuri" 'Matsuri' is the Japanese word used for festivals and this term the Year 3s will be learning about important festivals in Japan and different celebrations in Australia. The Japanese language and culture will be centred around this topic. Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, roleplays and quizzes.</p>	<p>Log your child onto : ST PAUL'S JAPANESE WEBSITE http://spsjapanese.wix.com/sps-japanese You can find you child's Year Level under "Year Levels" tab. Watch some videos and try some of the links to games and activities and have fun!!!!!! Have your child log on to the website at least twice per week:</p> <p>NEW STUDENTS : Try the "HIRAGANA PART 1"PAGE or "SPEAKING PART 1" PAGE At: http://spsjapanese.wix.com/sps-japanese</p>
<p>Art</p>	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Detailed Animal Study • Ceramic Animal Character Pot (design and construction) <p>Formative Assessment: On-going observations and discussions, explorations of art media and techniques informed by kind, specific and helpful feedback</p> <p>Summative Assessment: Ceramic Animal Character Pot (upon completion)</p>	<p>Please encourage your child to tell you about the work that they are engaged in, their Visual Culture lesson takes place on Wednesday each week. Also please ensure your child has a named art smock, you may wish to shorten the sleeves on these as they can be very hot.</p> <p>Year 3 students explore the theme of Wild Animals in Visual Culture. The students complete projects to develop their drawing, design, construction and painting skills. They are currently completing a detailed study of a chosen animal focussing on drawing with objective accuracy (how it really appears not how you think it looks). The studies are large scale (A3) and are completed in pen, oil pastel and ink. Following this the students examine animal faces and develop a design of an Animal Character Pot based on an animal of their choice. The pots are completed using simple clay hand-building techniques and are glazed and fired ensuring that they become functional pots that can house a small plant. The students will also have the opportunity to choose a plant for their pot at the completion of the project. The Wild Animal unit runs over an entire semester.</p> <p>When we commence clay work in Term 2 we would love to have some hands-on parent help in the art room. Your class</p>



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		<p>teacher will let you know when the time approaches if you are keen to get your hands dirty!</p> <p>You might like to encourage your child to do additional research on their favourite wild animal and how to draw this particular creature.</p>
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**St Paul's
School**

Learning Outline

Year 3 HPE

Semester #1 – 2018

TIME	TOPIC	LESSON CONTENT		RESOURCES	ASSESSMENT
		PRACTICAL	HEALTH		
Weeks 1-10	Swimming	<p>Swimming</p> <p>In this unit Grade 3 students will participate in an 8 week Learn to Swim Program that is implemented by the experts from Swim Solutions. Each child is assessed and put into a group where the learning experiences are designed to develop and build upon the existing skills of each individual.</p>	<p>Fresh Food Fun</p> <p>Weeks 2-10</p> <p>In this unit, students explore the concept of health and the reasons why the food eaten is important. They</p>	<p>Swimming</p> <ul style="list-style-type: none"> - School swimming costume - School sun shirt - Towel - Goggles - Water Bottle 	<p>Swimming</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> - Create and perform movement sequences using fundamental movement skills and the elements of movement. - Refine fundamental movement skills and movement concepts and strategies in different physical activities to solve movement challenges



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Weeks 11-20	Athletics & Newcombe ball	<p>Athletics The fundamental skills of the running, throwing and jumping events in Athletics will be covered. The biomechanics on how performance can be improved through change of body movement will be analysed. Comparing technique to others and model performance through teacher demonstration and video evidence.</p> <p>Newcombe ball The student will learn to apply strategies, tactics and correct decision making to maximise their own performance potential. The student will reflect on these qualities and adjust their learning experiences to accommodate this greater understanding. The development of ball skills is taught through a TGFU approach will provide the opportunity for improvement of ball skills and cooperation and teamwork. Students explore ethical behaviour and fair play.</p>	<p>explore the Australian Guide to Healthy Eating and the importance of eating breakfast and lunch. Students will also explore the concept of sustainable practice and how they can contribute to the sustainability of the environment. They participate in the development of sustainable practice in the school environment through the planting and care of a vegetable patch within the school</p>	<p>Fresh Food Fun</p> <p>-School workbook (Provided)</p>	<p>Fresh Food Fun</p> <p>Completion of workbook activities</p>
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HOME STUDY FOCUS

- Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play.
- Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt.
- Promote a healthy and an active lifestyle.
- Try to encourage your child to be active each day through example.
- Discuss the concept of health and the reasons why the food eaten is important.
- Discuss the importance of eating breakfast and lunch.
- Discuss the concept of sustainable practice and how they can contribute to the sustainability of the environment.

ADDITIONAL INFORMATION

PE lessons:

Students wear their school uniform for HPE lessons, they also need to bring a water bottle and hat to each lesson.

Valuables:

All valuables are to be left within the classroom and brought to the attention of the class teacher.



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Jewellery

The wearing of watches, chains and sleeper earrings are to be removed prior to the PE Lesson or left at home on these particular days.

Books

Students will be provided with a Work Book for their Health lessons. This book needs to be present for all sessions and wherever Homework for the subject has been sent home, please return this back to school prior to the Health lesson timetabled.



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Year 3

Design Technology

Learning Outline

Semester 1, 2018

In year 3 Design and Technology you will learn about Design Thinking as a problem solving process. You will be encouraged to ask and learn how and why products are made. You will have the opportunity to engage in real problems, collaborate, present and critique ways of solving that problem and tinker, test and prototype solutions.

Along the way you will develop strategies to support the fostering of dispositions that will enable you to be a 21st Century Learner.

AREAS OF STUDY:

- Knowledge & Understanding
 - Design Process
 - Materials
 - Joining Methods
 - Personal Safety & Safe Workshop Practices
- Ways of Working
 - Exploring & Defining
 - Ideation
 - Solution Development
 - Realisation
 - Manufacturing with various hand tools and machines.

ASSESSMENT

	Description	Due Date (last lesson of-)
Message Board	Design Folio	Week 17 In class
	Design (Project) Realisation	Week 17 In Class
	Design Folio Check Point	Week 9 In Class

HOME STUDY FOCUS:

- Keep a record of assessment due dates (as detailed above)
- Carefully read the associated task sheets and develop an understanding of the task requirements. Seek further assistance if required.



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- Set achievable goals to ensure the Folio is completed in time. Use the headings/sections of the Folio as goals and determine a realistic time frame to have the section completed.
- Learning Strategies to support the components of the product design process – as detailed in the Folio handout.
- Refine the process of documenting ideas through sketching and rendering by practicing basic techniques in these two areas.
- Gather your own research of different types of Signs in the development of your design.

ADDITIONAL INFORMATION

Students and Parents may refer to the following information:

- Mr Justin Hill – j.hill@stpauls.qld.edu.au



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