

**St Paul's School Learning Outline**  
**Year 3 Term 2 2018**

| Subject | Summary of content   | How you can help your child  |
|---------|--|--|
| English | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading independently, in pairs, small groups and whole class novel study</li> <li>• Comprehension strategies including: <ul style="list-style-type: none"> <li><b>Before reading strategies:</b> Activating Prior Knowledge, Skimming and Scanning, Determining a purpose for Reading</li> <li><b>During Reading Strategies:</b> Questioning (QAR; Right There, Think and Search, Author and Me and On My Own), Inference, Word Attack Strategies, Clicks and Clunks</li> </ul> </li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Revisit sound box each week.<br/> <b>Learn Spelling words given in class</b><br/> <b>Concentrate on Phonemes and Graphemes</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revisiting the Writing Process: Plan, Draft, Edit, Revise, Publish</li> <li>• Revisiting the Recount Structure</li> <li>• Intro to Persuasive Writing and Letter Writing</li> </ul> <p><b>Language Elements</b></p> <ul style="list-style-type: none"> <li>• Focus on a range of language elements including Adjectives, nouns, pronouns, capital letters, singular and plural nouns, sentence endings, verbs, conjunctions, past and present tense, commas, paragraphs, compound words, antonyms and synonyms, prepositions, speech marks.</li> <li>• Weekly spelling focus and activities to support spelling development</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• At home sharing task that focuses on 'Persuasive Speech.' This is presented in weeks 6 and 7.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assist your child to complete Sound Waves. Learn Spelling words given in class.</li> <li>• Discuss the weekly spelling sound with your child, encourage your child to learn their spelling words &amp; rule.</li> <li>• Encourage your child to rehearse their sharing.</li> </ul> |
| Maths   | <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• Reading, Writing, Ordering , Comparing and Renaming 4 digit numbers</li> <li>• Representing 4 digit numbers on a number line</li> <li>• Addition and Subtraction of 4 digit numbers with renaming</li> <li>• Exploring hands on and writing methods of multiplication and division</li> <li>• Recording and recognising the relationship between multiplication and division using arrays and number fact families</li> </ul> <p><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Using standard and non-standard units of measurement to estimate and measure weight and volume of objects</li> <li>• Develop an understanding of line (parallel &amp; perpendicular), angle (right) and symmetry</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage your child to go onto Mathematics at least three nights/week, they should be doing assigned tasks not just playing live!</li> <li>• Encourage your child to practice number facts</li> <li>• Ensure they are reading o'clock, half past, quarter to and quarter past times on the clocks at home, in the car or at the shops</li> <li>• Encourage them to help you with the shopping! Ask them to pay for items using their own money!</li> <li>• Talk to your child about what they are doing in class</li> </ul>  |

**St Paul's School Learning Outline  
Year 3 Term 2 2018**

|                             |   |   |
|-----------------------------|---|---|
|                             | <ul style="list-style-type: none"> <li>Investigate calendars and timetables</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Use Tally marks to record information</li> <li>Use collated information to create a graph.</li> <li>Exposure to Chance language, certain, likely, unlikely and impossible.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Solving problems in all stands using a range of strategies including read, plan, work, check</li> </ul>   | <ul style="list-style-type: none"> <li>Look for examples of maths in your everyday life; different types of lines, symmetry, patterns, timetables etc.</li> </ul>   |
| <b>Science</b>              | <p><b><u>Patterns in Our World</u></b><br/>Students will:</p> <ul style="list-style-type: none"> <li>Know about the size of the sun, Earth and moon in relation to each other.</li> <li>Explore the movement of the Earth and moon and the length of time it takes.</li> <li>Investigate the observable features of day and night and develop an understanding of how day and night occur.</li> <li>Learn about sunrise and sunset</li> <li>Understand that seasons occur at different times of the year, depending on the hemisphere in which you live. Each season, there are specific weathers, temp changes, day lengths etc. that we experience.</li> <li>Grasp that we have seasons because the Earth is tilted as it makes its yearly orbit around the sun.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Look at the night sky with your child and discuss what can be seen.</li> <li>Talk about the weather as it is changing each day.</li> <li>Visit the local Library and borrow books about the topics.</li> <li>Jump on the internet and have a look at what information/games are available that are about the Earth Sun and Moon</li> <li>Visit the Planetarium</li> </ul>  |
| <b>Humanities</b>           | <p><b><u>Brisbane's Historic Sites</u></b><br/>Students will:</p> <ul style="list-style-type: none"> <li>Be given activities to help them understand why historic sites are significant to people from diverse backgrounds.</li> <li>Use primary and secondary sources to research these sites.</li> <li>Learn about how these sites have been used in the past and how they are being used today.</li> <li>Create simple time lines representing the history of specific sites - Brisbane City Hall.</li> <li>Identify how sites have remained the same and how they have changed over time</li> <li>Feel empathy towards the people who have a special memory or attachment to a historic site.</li> <li>Write a letter to the next year's class telling them about the rules of when attending BCH.</li> </ul> | <ul style="list-style-type: none"> <li>Discuss the different historical sites you may drive by on outings</li> <li>Explore a variety of websites</li> <li>Borrow books from the local Library that are about historical buildings around Brisbane.</li> <li>Go on a walk around Brisbane to look at different historical sites (this is a link to some good historical walking tours)</li> <li><a href="http://www.brisbane.qld.gov.au/facilities-recreation/sports-leisure/walking/walking-trails/heritage-trails">http://www.brisbane.qld.gov.au/facilities-recreation/sports-leisure/walking/walking-trails/heritage-trails</a></li> </ul> |
| <b>Digital Technologies</b> | <p><b>The History of Brisbane City Hall - Timeline:</b><br/><i>Power Point Presentation</i><br/><b>What you want students to know:</b><br/>Student will be able to:</p> <ul style="list-style-type: none"> <li>Open Power Point</li> <li>Begin New Presentation</li> <li>Insert new slide</li> <li>Change slide layout</li> <li>Insert images</li> <li>Move, resize &amp; rotate images</li> </ul>  | <ul style="list-style-type: none"> <li>Allow your child to access power point and explore its different features</li> <li>Encourage your child to learn and reinforce how to turn on and use your computer at home</li> <li>With assistance, allow your child to use google to</li> </ul>   |

**St Paul's School Learning Outline  
Year 3 Term 2 2018**

|                 |  |  |
|-----------------|--|--|
|                 | <ul style="list-style-type: none"> <li>• Insert Word Art</li> <li>• Move, resize, change colour of Word Art</li> <li>• Save to P:drive</li> <li>• Re-open saved presentation</li> <li>• Search online</li> <li>• Play a PP presentation</li> </ul>   | <p>search for information and images on the internet</p> <ul style="list-style-type: none"> <li>• Encourage students to enter books on Lexile</li> <li>• Encourage students to participate in Mathletics</li> </ul>  |
| <b>Music</b>    | <p>In Term 2, Year 3 students will be continuing to study a unit that combines two of their classroom topics - celebrations from around the world, and zoo animals. They will learn songs that are relevant on special holidays like Easter and ANZAC Day, as well as learning songs about animals. Throughout the term students will continue to learn 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>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 celebrations? At Easter time or on ANZAC 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. They might want to practice their recorders at home too.</p>                |
| <b>Japanese</b> | <p><b>My Trip to Japan</b></p> <p><b>"We're going on a quick trip to Japan. You'll be discovering and identifying a number of specific aspects of Japanese culture. You will be comparing them to Australian culture."</b></p> <p>Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, role-plays and quizzes.</p>  | <p>Log your child onto : ST PAUL'S JAPANESE WEBSITE<br/> <a href="http://spsjapanese.wix.com/sps-japanese">http://spsjapanese.wix.com/sps-japanese</a><br/>         You can find you child's Year Level under "Year Levels" tab.<br/>         Watch some videos and try some of the links to games and activities and have fun!!!!!!<br/>         Have your child log on to the website at least twice per week:</p> <p><b>NEW STUDENTS</b> : Try the<br/>         "HIRAGANA PART 1"PAGE or<br/>         "SPEAKING PART 1" PAGE<br/>         At: <a href="http://spsjapanese.wix.com/sps-japanese">http://spsjapanese.wix.com/sps-japanese</a></p> |

**St Paul's School Learning Outline  
Year 3 Term 2 2018**

|                    |  |   |
|--------------------|--|---|
| <p><b>Art</b></p>  | <p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Ceramic Animal Planter (design and construction - continuing from Term 1)</li> </ul> <p><b>Formative Assessment:</b><br/>On-going observations and discussions, explorations of art media and techniques informed by kind, specific and helpful feedback</p> <p><b>Assessment Piece:</b><br/>Ceramic Animal Planter (Design and Construction)</p> | <p>Please note that most of the Visual Culture units in Junior School cover an <i>entire semester</i> of work rather than finishing up at the end of a term. This allows us to explore complex concepts, ideas and skills and gives the students time develop refined artworks in response to the ideas or inspiration that they have been given.</p> <p>In term 1 students completed a detailed animal study in oil pastel and ink. Following this they designed an animal planter using the facial features of a favourite animal. Before the holidays the students completed a simple pot shape using pinching and coiling techniques. This pot forms the basis of their animal planter. This term we will be adding the animal features to the pots before painting and glazing them. Mrs Lees will be kindly providing us with small plants for the students to plant in their finished pots at the completion of the project.</p> <p>I look forward to sharing the finished pots with you at a later stage, your children are very excited about them!</p> <p>Please continue to encourage your child to tell you about the work that they are doing in their Visual Culture lesson each week</p> <p>Thank you so much for providing a uniform art smock for the protection of your child's clothing.</p> <p>Danielle Young<br/>Junior Visual Culture Teacher</p> |
| <p><b>RAVE</b></p> | <p>Genesis<br/>God's Big Promise<br/>Students are learning that God makes and keeps his promises.</p>  | <p>Encourage your child to discuss their personal understanding of the stories discussed in their RAVE lesson. Encourage open questions and conversation.</p>   |