

Subject	Summary of Content	How You Can Help Your Child
English	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Synonyms</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Nouns</li> <li>• Compound words</li> <li>• Homophones</li> <li>• Prepositions</li> <li>• Speech marks</li> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question/exclamation marks</li> <li>• Commas</li> <li>• Paragraphing</li> <li>• Spelling – Soundwaves</li> <li>• Writing – sentence structure, editing</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Shared Texts; fiction and non-fiction texts used/shared in class</li> <li>• Home Reading, using Lexile measure as a guide</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Comprehension – strategies</li> <li>• Genre writing: Biography and Procedure</li> <li>• Editing</li> <li>• Publishing</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Sharing a biography</li> <li>• My Story, Your Story films.</li> </ul>	<ul style="list-style-type: none"> <li>• Biography – read some biographies of people your child might be interested in.</li> <li>• Procedure Genre – Look for examples of procedures in your home, read these with your child and discuss their purpose/structure. Talk about the features of a Procedure: Goal, Requirements, Steps and possibly illustrations.</li> <li>• Encourage your child to read for at least 15min, four nights a week.</li> <li>• Use the Lexile program to guide the level of text your child should be reading.</li> <li>• Encourage your child to access and enter their Lexile books from home.</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>• Encourage your child to learn their spelling words.</li> <li>• Encourage your child to rehearse for sharing, using eye contact, clear voice, gestures.</li> </ul>

<b>Maths</b>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• Recognising, reading and solving number equations</li> <li>• Representing multiplication and division facts using arrays and number fact families</li> <li>• Revising simple fractions, recognising and creating equivalent fractions</li> </ul> <p><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Revising o'clock, quarter past and half past the hour on analogue and digital clocks</li> <li>• Solving problems using time</li> <li>• Introducing 5 minute intervals</li> <li>• Developing an understanding of angles: right angles, acute and obtuse angles</li> <li>• Exploring and comparing prisms and pyramids</li> <li>• Recognise tessellating shapes, and create a tessellating pattern using flips, slides and turns</li> <li>• Using coordinates and follow and give directions</li> <li>• Read and create maps using direction, compass rose, coordinates and keys.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to go onto Athletics at least three nights/week, they should be doing assigned tasks not just playing live!</li> <li>• Encourage students to attempt homework maths activities independently, and seek assistance when necessary</li> <li>• Encourage your child to practice number facts including times tables</li> <li>• Ensure they are reading o'clock, quarter past and half 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>• Recognise 3D shapes and angles in your home or local environment.</li> <li>• Talk to your child about what they are doing in class</li> </ul>
<b>Science</b>	<p><b>Melting Moments</b></p> <ul style="list-style-type: none"> <li>• Students will be learning about liquids and solids through a range of investigations. They will look at:</li> <li>• the properties of matter</li> <li>• what makes an object a liquid, solid and a gas</li> <li>• the changes in state of objects when they are heated, cooled and frozen</li> <li>• how the size of an object will affect its melting time</li> <li>• skills involved in scientific investigations</li> <li>• how to conduct a fair test</li> </ul>	<p>To help your child you can:</p> <ul style="list-style-type: none"> <li>• discuss which objects around the home are liquids and solids</li> <li>• get them involved in cooking and discussing the changes in state they are seeing i.e. when the butter melts, it changes from a solid to a liquid</li> </ul>

<b>Humanities (Geography)</b>	<p>This term, students will be investigating Australia and its neighbours through our <b>My Story, Your Story Unit</b></p> <ul style="list-style-type: none"> <li>• Key questions:</li> <li>• How and why are places similar and different?</li> <li>• What would it be like to live in a neighbouring country?</li> <li>• Students will be using their maths, digital technology and research skills to gather information about a chosen Australasian region. The students will create an 'iMovie' to share with their classmates.</li> <li>• Students will then compare the region they have studied with Australia to recognise how places are similar and different.</li> </ul>	<p>Discuss with your child what they are learning about in Geography each week.</p> <ul style="list-style-type: none"> <li>• Look for interesting places using <i>Google Maps</i>. You may like to have a go at playing the Google game <i>Smarty Pins</i>!</li> <li>• Look at an atlas or globe and have discussions about what places are like. Share stories and your knowledge with your child!</li> <li>• Ask your child to navigate the way to school by giving directions, reading a road map/street directory or even entering information on the GPS.</li> <li>• Have a go at GEOCACHING!</li> <li>• Watch shows like 'The Great South-East,' 'The Amazing Race,' or 'Getaway' to give your child the opportunity to learn about places that are different to Australia.</li> </ul>
<b>Digital Technologies</b>	<ul style="list-style-type: none"> <li>• Students will learn how to search for information using the internet.</li> <li>• They will learn how to use key words, refine searches and look for specific resources.</li> <li>• Students will also learn how to synthesise the information they find on the internet, and take away the 'best' and most 'accurate' bits of information by using note taking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow your children the opportunity to search for information on the internet with your support.</li> <li>• Ask the children questions like:</li> <li>• "Where did you find that information?"</li> <li>• "Is that the most accurate information you can find?"</li> <li>• "Is that information from the most reliable source?"</li> </ul>
<b>Music</b>	<p>In Term 3, students will be studying a unit on Music Around the World. This involves listening to and learning music from various countries including Hawaii, Japan and West Africa. Students will learn about traditional instruments and will have the opportunity to sing in traditional languages from Japan and West Africa. They will continue learning the recorder and will be consolidating and furthering their knowledge of playing instruments such as the ukulele and the xylophone. Throughout the term students will gain experience in reading and writing music notes as well as developing their listening skills whilst participating in a range of musical</p>	<p>Encourage the exploration of music from different countries on various mediums such as the radio or YouTube. To do this, find a picture of a World Map, ask your child to pick a place at random and search YouTube for "traditional music" of that country. Ask your child to perform for you at home songs learnt in class from other cultures, this will help build confidence in performing and singing in front of an audience.</p> <p>Make singing a natural part of every day, whether it is in the car on the way to school, while doing things around the house, part of your child's play or bedtime.</p>

	activities including composition, improvisation and class performances.	
Japanese	<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  <a href="http://spsjapanese.wix.com/sps-japanese">http://spsjapanese.wix.com/sps-japanese</a>          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><b>NEW STUDENTS</b> : Try the “HIRAGANA PART 1”PAGE or “SPEAKING PART 1” PAGE          At: <a href="http://spsjapanese.wix.com/sps-japanese">http://spsjapanese.wix.com/sps-japanese</a></p>
Art	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Completing Animal Planters: Potting our plants (completing work from Term 2)</li> <li>• Tribal Mask Design</li> <li>• Tribal Mask Construction</li> </ul> <p><b>Formative Assessment:</b>          On-going observations and discussions</p> <p><b>Summative Assessment:</b>          Ceramic Animal Planter          Tribal Mask Design          Tribal Mask Construction</p>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>Last term the Year 3 students completed their Ceramic Animal Planters and these have now been glazed and fired and they really do look fabulous. Each planter has its own little animal personality. We are planning to plant small succulents in the planters in the next few weeks (thanks to Mrs Lees who has been busily striking these at home for us to use). Hopefully after they are planted we can display them for parents to see. The students are very proud of them!</p> <p>Our next project involves the design and construction of a tribal mask inspired by the classwork students are doing this term. The students examine the Oceanic area and, in Visual Culture, we look at the tradition of mask-making around this region, in particular Papua New Guinea. I am hoping to use recycled materials as part of this project and I may ask the students to start collecting items as the project develops. We will finish the masks in acrylic and paint pen detail.</p> <p>We might also ask for some parent assistance with the construction phase of the project (helping with cutting or to run hot glue guns for example). If you think that this is something you would be interested in helping us with please let you child’s class teacher know when the time comes.</p>

		You might like to do a google search with your child on tribal masks from the Sepik River Region in Papua New Guinea to get an idea of our inspiration.
<b>RAVE</b>	How does God always keep his promises?	Discuss every day events and how actions have impact of us and the people in our lives. Take opportunities to discuss moral codes or lessons learned in fiction stories that you read.

