

# Year 3 Learning Outline - Term 4 2018

Subject	Summary of Content	How you can help your child
<b>English</b>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Parts of speech; nouns (pro/common/proper), verbs, adjectives, adverbs</li> <li>• Antonyms</li> <li>• Synonyms</li> <li>• Tense</li> <li>• Compound words</li> <li>• Homophones</li> <li>• Speech marks</li> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question/exclamation marks</li> <li>• Apostrophes</li> <li>• Commas</li> <li>• Paragraphing</li> <li>• Spelling - sound waves</li> <li>• Comprehension strategies; Summarising, Questioning, Inferring, Evaluating &amp; Building Vocabulary Knowledge.</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Shared Texts (fiction and non-fiction related to in-class topics)</li> <li>• In-class novel read by teacher to class (Home Reading using book trolley, library books, Literacy Pro Library, recommended etc.)</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Genre: Poetry and Procedure</li> <li>• Handwriting - Cursive</li> <li>• Paragraphing</li> <li>• Editing</li> <li>• Publishing</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Poetry presentation (week 5/6)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to read for at least 15min each night</li> <li>• Use the Literacy Pro Library program (Lexile) to complete books set by the teacher.</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 rehearse their sharing.</li> </ul>
<b>Maths</b>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• Recognising, reading, ordering and writing four and five digit numbers.</li> <li>• Investigating coin equivalence, giving change from \$1 &amp; \$2</li> <li>• Revise odd and even numbers.</li> <li>• Investigating, recognising and creating number patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to go onto Mathletics at least three nights/week - they should be doing assigned tasks not just playing live!</li> <li>• Encourage your child to practice number facts including 2,3,4, 5 and 10 x 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> </ul>

# Year 3 Learning Outline - Term 4 2018

	<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>Introducing 1 minute intervals</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Developing a chance language using the words likely, unlikely, certain and impossible.</li> <li>Identifying topics and questions for collecting, presenting data in a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage them to help you with the shopping! Ask them to pay for items using their own money! Talk to them about rounding money to the nearest 5c.</li> <li>Look for number and shape patterns.</li> <li>Talk to your child about what they are doing in class.</li> </ul>
<b>Science</b>	<p><b>Hot Stuff</b> This term, students will be investigating <i>heat</i>. The key questions are:</p> <ul style="list-style-type: none"> <li>What is heat?</li> <li>How is heat produced?</li> <li>Do different colours absorb more heat?</li> <li>What is a thermal conductor?</li> <li>What is a thermal insulator?</li> </ul> <p>We will be performing a range of experiments to investigate and answer these questions.</p>	<ul style="list-style-type: none"> <li>Discuss with your child the different places around the home that contain heat sources.</li> <li>Point out when you are out and about all the different ways we can conserve and use heat i.e. solar panels on roof tops.</li> </ul>
<b>Humanities (Geography)</b>	<p>In Geography this term, the students will be investigating the question: <i>What would it be like to live in a different type of climate?</i></p> <p>As a way to explore this question further, the students will be immersing in research about world climate zones and climate types in Australia through looking at some of Australia's National Parks. The students will investigate:</p> <ul style="list-style-type: none"> <li>What is the difference between weather and climate?</li> <li>What are the world climate zones?</li> <li>What are the types of climate we have in Australia?</li> <li>Similarities and differences between places?</li> <li>Where are some of our National Parks located?</li> </ul> <p>Students will draw on their knowledge of climate to create a retrieval chart and then digitally annotated map or poster, diorama, brochure or map of an Australian National Park.</p>	<p>Discuss with your child what they are learning about in <i>Geography</i> each week.</p> <ul style="list-style-type: none"> <li>Visit some of our local national parks found around Brisbane and discuss the sorts of natural and human features in the park</li> <li>What sorts of climate and weather would you experience there?</li> <li>Read books/online texts etc. about climate and weather in different places around the world.</li> </ul>
<b>ICT</b>	<p>Students will be introduced to a program called <i>Inspiration</i>. This program is a mind-mapping tool. Students will create a mind-map around the topic <i>Climate</i>. The students will ask questions and use their researching skills to find answers to their questions. Students will add to their mind-map throughout the term as they learn more about Australia's climate</p>	<p>Allow your children the opportunity to search for information on the internet with your support. Ask the children questions like:</p> <ul style="list-style-type: none"> <li>"Where did you find that information?"</li> </ul>

# Year 3 Learning Outline - Term 4 2018

	through participation in Geography lessons and personal research. Students will also learn to change fonts, colours, bubbles, layout and import pictures.	<ul style="list-style-type: none"> <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>	In Terms 3 and 4, 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 begin 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 activities including composition, improvisation and class performances.	<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>
<b>Japanese</b>	<p>Designing their Dream Car of the Future: Students design their own car for the Toyota Dream Car Contest.</p> <p>They design it and then describe it in Japanese including : colours, speed, appearance, type, how it helps others and what makes it a dream car.</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>
<b>Visual Culture</b>	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Tribal Mask Design</li> <li>• Tribal Mask Construction</li> <li>• Decorative Ceramic Bird</li> </ul> <p><b>Formative Assessment:</b>            On-going observations and discussions</p> <p><b>Summative Assessment:</b>            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>The Year 3 students are currently completing their large-scale tribal masks. These have been an ambitious project but one that the students have been engrossed in. Students have been particularly excited about using the recycled materials and I have been impressed with their creative use of materials as well as their attention to detail when following their designs. We have almost finished the construction phase and are about to begin painting.</p> <p>Following the completion of the masks and, time permitting, the students will design a small ceramic bird. This will take the form of a relief tile with the students exploring slab-</p>

## Year 3 Learning Outline - Term 4 2018

		rolling technique and creating texture and pattern in the clay surface. The birds will be under-glazed and fired before other elements will be added. This is a fun project employing materials such as clay and wire that students of this age group love working with.
<b>RAVE</b>	How does <i>God</i> always keep his promises?	Discuss every day events and how actions impact us and the people in our lives. Take opportunities to discuss moral codes or lessons learned in fiction stories that you read.

TIME	TOPIC	LESSON CONTENT			RESOURCES	ASSESSMENT
		PRACTICAL	PRACTICAL	HEALTH		
11- 18	Hot Shots Tennis & Minor Games	<p>Hot Shots</p> <p>In this unit students will take part in the hot shots tennis program run by our on-site tennis coach. Students will:</p> <ul style="list-style-type: none"> <li>-Learn basic strokes in order to develop a rally.</li> <li>-They will gain an understanding of the basic rules and procedures to play a game and therefore learn to officiate.</li> <li>-Gain an understanding of transferable skills from other sports and ways in which power and accuracy can be generated.</li> </ul>	<p>Minor Games</p> <p>In this Unit students will experience a variety of minor games.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Learn to follow rules, procedures and safety practices</li> <li>-Work within a team and with a partner</li> <li>-Develop Fundamental motor skills</li> <li>-Develop Problem solving skills</li> <li>-Understand the importance of Inclusive practices</li> </ul>	<p>“Good Friends”</p> <p>In this unit, students explore the impact of positive social interaction on self-identity. They investigate different types of friendships; examine the qualities we look for in a friend as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve</p>	<p>Hot Shots &amp; Minor Games</p> <ul style="list-style-type: none"> <li>-Hat</li> <li>-Water Bottle</li> </ul> <p>Good Friends Booklet</p> <ul style="list-style-type: none"> <li>-School workbook (Provided)</li> </ul>	<p>Hot Shots</p> <p>On-going assessment throughout Term 1 focusing on the forehand and backhand techniques.</p> <p>Minor Games</p> <p>On-going assessment throughout the term. Focusing on motor skills and teamwork.</p> <p>Good Friends</p> <p>Students will be assessed on their ability to:</p> <p><b>Assessment Task 1:</b></p> <p>Demonstrate positive qualities you look for in a friend and describe how they are important to you.</p> <p><b>Assessment Task 2:</b></p> <p>Identify an issue you and a friend might not agree on.</p> <p>Describe some positive strategies to help solve the issue you identified so that both friends are happy with the solution.</p>

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<p><b>Weeks 1-10</b></p>	<p><b>Athletics &amp; Newcombe ball</b></p>	<p><b>Athletics</b> 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><b>Newcombe ball</b> 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>conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p>	<p><b>Athletics &amp; Newcombe ball</b> -Hat -Water Bottle</p>	<p><b>Athletics</b> On-going assessment across Running, Jumping and throwing events.  <b>Newcombe ball</b> Assessment across skills performed in isolation and game situations.</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 situations that happened at school and help them to create strategies to develop positive relationships.
- Discuss ways to help other students who may be experiencing difficulties.
- Discuss conflict resolution.
- Recognise how friendships can change over time and help them to understand what a respectful friendship is.

