



## Year 3 Term 2 Overview

Welcome back to Term 2. We hope you have had an enjoyable break. We have a very busy term ahead and look forward to your continued support.

### English: Examining stories from different perspective

#### Focus:

This term, students listen to, view, read and compare a range of stories, with a focus on different perspectives of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.

Students will:

- Understand how language features are used to link and sequence ideas
- Understand how language features can be used to express feelings and opinions on topics
- Contribute actively to class and group discussions asking questions, providing useful feedback and making presentations
- Create texts, drawing on their own experiences and information they have learnt
- Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns

- Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra details
- Demonstrates understanding of grammar and chooses vocabulary and punctuation appropriate to the purpose and context of writing.

#### Assessments:

- **Writing Assessment Task:** Completed Term 3 Week 8
- **Reading Testing:** Completed Term 3 Weeks 7

### Term 2

#### Key Dates:

- **Assembly:** Mondays 12.15pm
- **ANZAC Day Holiday:** 25th April
- **Labour Day Holiday:** 6th May
- **Ipswich Show Holiday:** 17th May

## Mathematics

#### Focus:

In Term 2, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

- Partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations
- Extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers
- Use mathematical modelling to solve practical

problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, using a range of strategies

- Make estimates and determine the reasonableness of financial and other calculations
- Find unknown values in number sentences involving addition and subtraction
- Create algorithms to investigate numbers and explore simple patterns
- Use familiar metric units when estimating, comparing and measuring the attributes of objects and events

- Estimate and compare measures of duration using formal units of time

#### Assessments:

- **Measurement Assessment Task:** Completed Term 2 Week ?
- **Number Assessment Task:** Completed Term 2 Week ?

#### Inside this issue:

English Focus	1
Mathematics Focus	1
Science Focus	2
HASS Focus	2
Homework Expectations	3
Key Dates and Information	3

# Science: Understanding Heat

## Focus:

In this unit students will explore how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements.

## Students will:

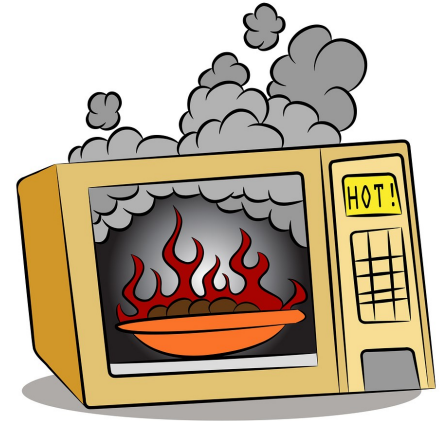
- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment
- Represent and communicate observations, ideas and findings using formal and informal representations
- Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately
- Make predictions and describe patterns and relationships
- Understand the effect of their actions

## Assessment:

- **Understanding Heat**

## **Assessment Task:**

Completed Term 2 Week 7



# HASS: Celebrations and Commemorations- Part 2

## Focus:

In Term 2, students will conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups? .

## Students will:

- Pose questions about the significance of Anzac Day commemorations for different groups
- Sequence ANZAC events and describe changes and identify points of view
- Explain why ANZAC day is significant to different

## groups

- Understand the significance of symbols and emblems within a community context
- Understand the importance of recognising and valuing the beliefs and traditions of a range of cultural groups

## Assessment:

- **HASS: ANZAC Inquiry Task:** Completed Term 2 Week 7



# Design and Technologies

## Focus:

In Term 2, students will investigate how to design and make a lunch item that includes modern and traditional technologies

Students will:

- Describe contributions of people in design and technologies occupations
- Describe how the features of technologies can be used to produce designed solutions
- Explain how products, services and environments are designed to best meet needs of communities and their environments
- Develop and expand design ideas and communicate these using models and drawings including annotations and symbols
- Identify appropriate technologies and techniques and demonstrate safe work practices when producing designed safety risks and develop safety strategies

## Assessment:

- **Technology Assessment Task:**  
Completed Term 3 Week 10

# Health & P.E

## Focus:

In Health, students will investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.

In P.E, students will develop their athletic skills using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.

## Assessment:

- **Health Monitoring Task:**  
Completed Term 2 Week 10
- **P.E Monitoring Task:**  
Completed Term 2 Week 10

# The Arts: Music & Visual Arts

## Focus:

This Semester, students will be exploring Visual Arts and Music in their Arts lessons. In Visual Arts, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks.

In Music, students will explore how to perform, compose and respond to music that represents characters and actions.

## Assessment:

- **Music Assessment Task**  
Completed Term 2 Week 6
- **Visual Arts Assessment Task**  
Completed Term 2 Week 7

# LOTE

## Focus:

This Semester, students will explore how to use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home.

Students will identify specific items of information. Students create a short spoken informative and descriptive text related to items in their bedroom

## Assessment:

- **LOTE Assessment Task:**  
Completed Term 2 Week 6



## Homework Expectations

Homework will begin in week 1 and is to be completed weekly. Homework is used as a teaching and learning tool for your child to gain independence, responsibility and to further reinforce their in-class learning.

Your child's homework includes:

- Online Wushka Reading
- A weekly spelling list
- Optional extra Numeracy and literacy activities.

Each week, homework will be issued in your child's homework folder. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

### Teacher Contact Details

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## Important Information

- Please remember: NO HAT NO PLAY! Please ensure that students have their hats labelled and at school everyday for sun safety.
- Water bottles are not only welcome but encouraged in our classrooms. Remember to bring your bottle every day; hydration is key!
- Please ensure that your students are equipped with book packs. There is an expectation that students bring all required resources to school. If you need a booklist please do not hesitate to contact your student's teacher or the school office.
- We love healthy eating at Fernbrooke and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning Fruit Break so we can be healthy like Perry!

