

## ENGLISH

### How are stories written?

Students will understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences).

They will learn how to identify persuasive language features in narrative texts, and will analyse the effect of the persuasive language.

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons.

Students will find the main idea of paragraphs in persuasive texts and write persuasive paragraphs and texts, and analyse and comprehend persuasive texts.

Students will write a persuasive narrative.

## MATHEMATICS

### Who is the Number Detective?

Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

They have opportunities to develop understandings of:

- Using units of measurement - interpret and use a calendar, tell time to five-minute intervals, measure length with non-standard units, represent a metre, measure with metres.
- Number and place value - count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems.

## HUMANITIES & SOCIAL SCIENCES

### How and why are places similar and different?

Students investigate what it would be like to live in a neighbouring country and how people's feelings about places influence their views about the protection of places.

They develop geographical knowledge, understanding and skills through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

## SCIENCE

### Is it living or non-living?

Students will understand what constitutes a living thing and understand that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students will understand that science involves making predictions and describing patterns and relationships with reference to living things. They will make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.

## RELIGION

### Who do you say Jesus is?

Students pose questions and locate information about some aspects of the cultural contexts (world behind the text) in which the Gospel of Matthew was written. Students locate and use information in the Gospels to discuss ideas about the life and teaching of Jesus including the Christian belief that Jesus is the [Messiah](#). Students engage in guided meditation and mindful listening. Students participate in community liturgies and reconciliations respectfully.

## TECHNOLOGY

Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms. Students will design a poster advertising a competition using their one to one laptops.

## THE ARTS

### Music

Students echo rhythm patterns, using accents and bar-lines. They also learn to notate their ideas for performance. They sing songs in unison and echo songs, adding actions and beat patterns. Students expand their solfa singing and explore ways of notating songs on the music staff. They explore the string family of the orchestra.

### Drama

Students extend their understanding of role and situation through improvisation. They vary voice and movement to create role. Using the analogy of the "DRAMA TOOL BOX" they are formally introduced to the elements of drama and they learn about focus, tension, space and time

Sumo Self Introduction

### Japanese

Students will be learning to introduce themselves in Japanese pretending that they are Rikishi (Sumo Wrestler). This will include their name, age, height and weight. Focus will be on learning numbers, both how to say and how to write in Kanji (Japanese writing). Along the way students will learn some of the cultural aspects of Sumo wrestling, a traditional sport in Japan

## HEALTH AND PHYSICAL EDUCATION

### Health Physical Education

Students perform activities where locomotor and object control skills are combined to complete a movement, task or challenge. They perform fundamental movement skills to demonstrate weight transference in different physical activities. Students explore and practise different techniques to propel objects towards a target. They perform routines incorporating different jumping techniques and connecting movements

## HOMEWORK

In **Years 1, 2 and 3**, homework (including student reading) should not be more than *4 sessions of approx. 25 mins* throughout the week. This time should include student reading approx. 10-15mins + other activities approx. 10-15mins. This time does not include parents reading to children for pleasure.

**Homework will be sent home on Fridays and returned the following Friday to be marked.**

## SIGNIFICANT DATES & EVENTS

WHOLE SCHOOL MASS -THURSDAY 8<sup>th</sup> February

ASH WEDNESDAY MASS - 14<sup>th</sup> February

WALKING WHEEL (THAT'S MY TEAM THEME DAY) - WEDNESDAY 28<sup>th</sup> February

3E ASSEMBLY - MONDAY 12<sup>th</sup> March

RECONCILIATION - FRIDAY 16<sup>TH</sup> March

SAY NO TO BULLYING DAY - FRIDAY 16<sup>th</sup> March (children wear orange)

HARMONY DAY - WEDNESDAY 21<sup>st</sup> March

LAST DAY OF THE TERM - THURSDAY 29<sup>th</sup> March

Specialist Lessons:

MUSIC - TUESDAY

LIBRARY - THURSDAY

DRAMA - THURSDAY

JAPANESE - FRIDAY

PE - FRIDAY

SPORTS UNIFORM DAYS ARE : TUESDAY AND FRIDAY

## ADDITIONAL INFORMATION

- Students should not be at school before 8.20am.
- Students who arrive late to class cause a disruption to the learning environment. Students are required to collect a late pass from the office if the bell has gone.
- Students must have a school hat for lunch times, HPE and Play is the Way.
- We ask that students do not bring things to school that they treasure or are valuable. Things go missing, get broken or are lost. The school assumes no responsibility for such.
- If you wish to make an appointment regarding your child`s learning I can be contacted via the office or by email. My email address is [jpara@bne.catholic.edu.au](mailto:jpara@bne.catholic.edu.au)