**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.

**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.

**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.

**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 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.

### The Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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<tbody>
<tr>
<td>Music</td>
<td>Students echo rhythm patterns, using accents and bar-lines. They also learn to notate their ideas for performances. 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.</td>
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<tr>
<td>Drama</td>
<td>Students extend their understanding of role and situation through improvisation. They vary voice and movement to create role. Using the analogy of the &quot;Drama Tool Box&quot; they are formally introduced to the elements of drama and they learn about focus, tension, space and time.</td>
</tr>
<tr>
<td>Japanese</td>
<td>Students will learn songs, games and expand on vocabulary to introduce themselves in Japanese. They will study some cultural aspects of Japan such as 'Setsubun' celebrated on February 3rd, (a festival to mark the change from one season to the next). Students will also learn how to say some body parts in the target language and practice writing the new vocabulary in the Japanese texts (hiragana and kanji).</td>
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</tbody>
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### 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.

### Health and Physical Education

**Health**

**Physical Education**

Students practice and refine fundamental movement skills in a variety of movement sequences and situations performing activities where locomotor and object control skills are combined to complete a movement, task or challenge.

### 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. **10-15 mins** + other activities approx. **10-15 mins**. 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.

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**SIGNIFICANT DATES & EVENTS**

3A Assembly - Monday 20th February
WHOLE SCHOOL MASS - 1st March (ASH WEDNESDAY)

MUSIC - TUESDAY
JAPANESE - TUESDAY
LIBRARY - WEDNESDAY
DRAMA - THURSDAY
PE - FRIDAY
SPORTS UNIFORM DAYS ARE: TUESDAY AND FRIDAY

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**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 mmcardle@bne.catholic.edu