



CURRICULUM OVERVIEW – TERM 3

Year 2/3E

ENGLISH

How do procedural texts help me follow directions?

Students will continue to work on targeted comprehension strategies to assist them when reading different text types.

In weeks 1-6, students will use language features (including verbs) in a deliberate manner to write instructions. They will use this sequence of ideas to create a range of procedural texts for a familiar audience. They will use this structure to write instructions on how they created their invention in Science.

How can I present Poetry?

Students use language devices to enhance and plan, shape and draft a shape and personal poem. Students discuss the effects of rhythm, alliteration, syllabication, synonyms and antonyms in poetry and prose. Students deliver their poem in a short presentation to peers.

MATHEMATICS

Money

Students correctly count out change from financial transactions. They represent money values in various ways and count the change required for simple transactions to the nearest five cents. Students recognise the relationship between dollars and cents, and that not all countries use the same currency.

Fractions

Students model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole. They locate unit fractions on a number line.

Division

Students recognise and represent division as grouping into equal sets and solve simple problems using these representations.

Measure (length, mass, capacity)

Students use metric units for length, mass and capacity.

HUMANITIES & SOCIAL SCIENCES

How do we celebrate and commemorate important people and places?

Students will investigate a significant person, building, site. They will understand how and why people choose to remember significant events of the past. What is the nature of the contribution made by different groups and individuals in the community?

Students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They will examine the historical origins of celebrations and commemorations. They will research the contributions made by different cultural groups to the development and character of the local community. They will understand the value of learning about the cultures, languages and beliefs of others.

SCIENCE

What can I invent to solve a problem at home?

In weeks 1-6, students design and create an invention which solves a problem within the home. These inventions will be presented and displayed in Week 6.

Students will investigate how a push or a pull affects how an object moves or changes shape. They understand how people use science in their daily lives, including when caring for their environment and living things.

Students consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately. They reflect on investigations, including whether a test was fair or not.

RELIGION

How can I nurture relationships and make strong choices?

In Religion this term, the Year 3 students will select and use information, ideas and events from various texts to express their ideas about the diversity and harmony in God's creation. They will explore the Beatitudes and identify links between the Ten Commandments and Jesus' teaching. The students will make links between scriptural foundations for moral living and their own personal experience. They will apply their knowledge of to explain why Christians show concern for the poor and disadvantaged. They participate with respect in a variety of prayer experiences, including meditative prayer and prayers of forgiveness.

TECHNOLOGY

Students will investigate the suitability of materials, systems, components, tools and equipment for a range of purposes including science invention. They will recognise different types of data and explore how the same data can be represented in different ways. Students critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solution.

THE ARTS

Music

Students continue to build their rhythm skills with rhythmic echo and dictation. They develop their creative skills and compose their own song to perform, incorporating music dynamics and tempo. Students explore contrasting instruments of the orchestra and sing songs in unison and in parts.

Drama

Students extend their understanding of role and situation through improvisation. They vary voice and movement to create role. We will continue to use the analogy of the "DRAMA TOOL BOX" to illustrate the elements of drama. We will build on our knowledge of focus, tension, space and time with activities based around the Year three chosen text of "Rosie Revere Engineer," which explores the themes of team work and resilience. We will practise procedural style language supporting work that is being done in classroom literacy.

Japanese

This term in Japanese students will be exploring 'The Farm'. Students will be simply describing animals using colours. Students will also extend their knowledge of the Hiragana alphabet to be able to read short simple sentences. I'm sure we will learn a few animal noises along the way too.

HEALTH AND PHYSICAL EDUCATION

Students will practice and apply movement concepts and strategies with and without equipment. They will combine elements of effort, space, time, objects and people when performing movement sequences.

Students will explore how success, challenge and failure strengthen identities. Students participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing. Within the classroom, Play is The Way and Community Circles build team skills and develop resiliency.

HOMEWORK

In **Years 1, 2 and 3**, homework should not be more than *4 sessions of approx. 25 mins* throughout the week. Student also need to be reading approx. 10 mins per night on top of their homework. This time does not include parents reading to children for pleasure.

Homework will include a Maths sheet, spelling words and English work (sentences, find-a-word, mini report). Homework will be sent home on Fridays and returned the following Friday to be marked.

SIGNIFICANT DATES & EVENTS

25th July (Wednesday) - Walking Wheelie Wednesday Theme Day - Bling My Scooter

26th July (Thursday) - NAIDOC Liturgy 9am

1st Aug (Wednesday) - Catholic Education Week Mass

9th Aug (Thursday) - Mad Scientist Day

15th Aug (Wednesday) - EKKA Holiday

17th Aug (Friday) - Whole School Assumption Mass

24th Aug (Friday) Year 2/3E Class Liturgy

30th Aug (Thursday) - Book Week

2nd Sept (Sunday) - Father's Day

6th Sept (Thursday) - 2/3E Technology Day

9th Sept (Sunday) - Dance Fever Challenge

13th Sept (Thursday) - Talent Show Finals

15th Sept (Saturday) - Zillmere Festival

21st Sept (Friday) - Fun Run

LIBRARY - MONDAY

MUSIC - MONDAY

DRAMA - THURSDAY

JAPANESE (Year 3's) - FRIDAY

PE - TUESDAY

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 Hayley.Hadfield@bne.catholic.edu.au

Parent Readers: If you are interested in coming into the classroom on Monday, Wednesday or Thursday mornings (9-10.40am) to listen to the students read. Please let me know ASAP so I can do up a timetable.

Thank you ☺

Hayley Hadfield

