



RELIGIOUS EDUCATION

Prayer is a form of communication, a way of talking to God. It is central to our life. At SFX, we welcome you to join us in reverent prayer each morning. As prayer ends, please quietly exit the classroom so that we can begin our morning learning block. Thank you.

We will be exploring the importance of belonging to a community and our connection to community. There will be a particular focus on our connection to the Catholic community.

This term students will learn about the season of Lent and the celebration of Easter.

This will be done through:

- Reflecting on their personal actions during the season of Lent
- Matching the main events of the Easter story with the days of Easter
- Recognising the significance of Easter in the story of the church

ENGLISH

This term in Reading we will be using a wide range of short texts to develop our skills. This term we will focus on using a range of strategies including:

Activating prior knowledge, visualising, predicting, making connections and questioning to recognise and take apart words and recognise word meanings.



During **Writing** we will construct recounts, narratives and persuasives following the structures of the genre. We will be improving our sentence structure and explore the use of nouns and verbs. We will revise how to correctly use full stops, commas, questions marks and capital letters when writing. We will also be reviewing our writing posture and the correct formation of lower and upper case letters. We will be introducing horizontal, diagonal & touch joins.

This Term in **Spelling** we will be learning about the digraphs:

- er making the sound "er" as in fern
- ge making the sound "j" as in cage
- or making the sound "er" as in worm

The graphs:

- y making the sound "E" as in pony
- y making the sound "i" as in pyramid
- l making the sound "eh" as in table
- e making the sound "i" as in table

The trigraph:

- are making the sound (air) as in square

MATHEMATICS

In Mathematics the following topics will be covered:

Number & Algebra

Place Value

- Saying, reading, writing and ordering numbers up to the tens of thousands
- Odd and Even numbers
- Modelling, expanding and renaming numbers
- Identifying place value of digits

Addition

- Using the addition strategies of counting on, doubling, sharing, splitting and making ten.
- Relationship between addition and subtraction

Measurement & Geometry

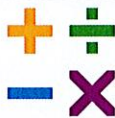
Mapping

- Create and interpret simple grid maps to show position and pathways

Statistics and Probability

Chance

- Conduct chance experiments identify and describe possible outcomes and recognise the variation in results



INQUIRY

Our students' understanding of the physical, emotional, social and spiritual components that contribute to human well being and personal identity will develop through this unit. Students will examine the links between a positive attitude, a strong sense of identity and connectedness, taking responsible risks and wellbeing. We will aim for students to build an understanding of how and why individuals change physically and emotionally as they grow and of decisions that they can make to contribute to their own health and personal fulfilment. Students will develop their knowledge of principles of living an active and healthy life.



WELLBEING

Students have participated in SWELL Week. SWELL is short for *Student Wellbeing*. We consider how to be **bucket fillers** and show a **growth mindset** when working to 'grow our mindset'. This includes understanding how learning can sometimes be challenging and we can train our brain to think positively, persevere and show grit. In Wellbeing this term we will focus on activities to assist students to recognise and identify their own emotions and to describe situations that may evoke these emotions. We will focus on strategies that can be used to help and support us to have a positive mindset.

The 2021 school motto of 'Together we can achieve anything' will focus our sense of teamwork and setting high expectations.

Over the term, the children will be working towards the learning outcomes and concepts outlined below.

<p>PERFORMING ARTS (Mrs Claire Wilson)</p> <p>In Term One, the Year Three students will initially focus on following instructions, appropriate behaviour and expectations in their Performing Arts lessons and transitioning around the school safely. Once these important foundations have been laid they will move on to the fun stuff and begin their study of music! The children will learn about the different instruments in the orchestra, the families they belong to and the sounds they make. There is a heavy focus on listening and responding as opposed to the creating and making elements of the curriculum they have studied thus far.</p>	<p>VISUAL ARTS (Ms Ineke Waller)</p> <p>This Term students will focus on drawing and the art elements line, colour, shape and texture.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand that in art we are respectful of each other, ourselves and the equipment. • Contribute to the SFX Art Community collaborative art display by drawing a monochromatic self portrait. • Explore <u>Sami Bayly's</u> artworks, mark making and texture rubbing skills to create a unique animal drawing.
<p>DIGITAL TECHNOLOGY (Mr Michael Park)</p> <p>In Term One, the Year Three students will learn about preventing and dealing with cyberbullying, how to use search engines efficiently, how to avoid plagiarism online and how to be a good digital citizen. The students will;</p> <ul style="list-style-type: none"> • identify how a message could hurt somebody's feelings • know how to respond to a hurtful comment or message online • explain why other people may be hurt by messages or comments online 	<p>STEM (Mr Michael Park)</p> <p>In Term One, the Year Three students will be introduced to the science of vegetable gardening. They will learn what plants need to grow and thrive and how important soil is to have a healthy garden. The students will tend to the garden beds at the back of the school, following the steps to get them ready before we begin planting appropriate seedlings for the season.</p>
<p>LOTE: Mandarin (Mrs Janice Ferguson)</p> <p>In Term 1, the themes of study for Year 3 students are 'Chinese Numbers' and 'Greetings'. Students learn to greet teachers and their peers and learn how to count in Chinese. Students also study about one of the most important Chinese festivals in Chinese culture, that is, Chinese New Year. During Mandarin lessons, students make Chinese New Year craft, play games and engage in learning the language through singing. Musical YouTube clips and activity sheets are used to help deliver the lessons.</p>	<p>PHYSICAL EDUCATION (Mr Brian Anderson)</p> <p>The focus in Term one for Year Three students will be on responding to simple instructions such as a whistle to stop, look and listen and put equipment down. They will participate in a Fireball tennis clinic. They will learn a number of elements of simple fundamental motor skills such as striking a ball. The focus will be on tracking the ball and stepping into it. They will play simple modified games of mini tennis. They will participate in fitness activities and building stamina when jogging in preparation for a cross country run.</p>
<p>DISCOVERY CENTRE (Mrs Barbara Johnson)</p> <p>Students in Year Three will revise all Discovery Centre procedures and explore all areas within the Discovery Centre. They will draw their own map of the various collections and areas. Students will look at features of Picture Fiction and Junior Fiction books in detail - author, illustrator, call number, cover and talk about the role of a publisher. Students will explore information presented in Non-Fiction texts relating to our current display "The Universe". They will read a serial novel by engaging Australian author Emily Rodda - "Scary Mary and the stripe spell", focussing on the themes of living in a community and simple and sustainable living.</p>	