



Year 3 Term 3 Overview

Welcome back to another term at Fernbrooke State School. We hope you have had a safe and relaxing holiday, and are eager to be back with us. Can you believe we are halfway through the year already? Time flies when you are exceeding expectations! We are looking forward to another wonderful term in Year 3.

English: Exploring language to express opinions

Focus:

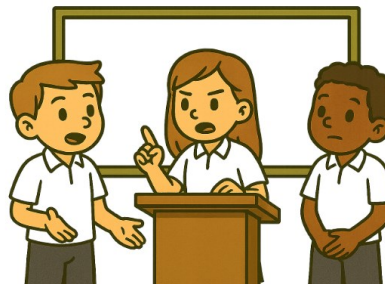
This term, students will engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. Students will:

- interact with others, and listen to and create spoken and/or multimodal texts including stories
- relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts
- group, logically sequence and link ideas
- use language features including topic-specific vocabulary, and/or visual features and features of voice
- read, view and comprehend texts, recognising their purpose and audience
- identify literal meaning and explain inferred meaning
- describe how stories are developed through characters and/or events
- describe how texts are structured and presented

- describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning
- read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns

Assessments:

English Assessment Task:
Completed Term 3 Week 7



Term 3

Key Dates:

- **Assembly:** Friday 12.30pm
- **Swimming:** 19th August—4th September
- **Athletics Carnival:** 7th August
- **NAIDOC Assembly:** 8th August
- **Book Week Parade:** 14th August
- **School Photos:** 18th—20th August
- **Life Education:** 26th August—3rd September
- **Parent-Teacher Inter-views:** 1st September
- **Student Free Day:** 5th September
- **Celebration of Learning:** 19th September

Mathematics

Focus:

In Term 3, 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
- find unknown values in number sentences involving addition and subtraction

- identify angles as measures of turn and compare them to right angles
- represent money values in different ways
- interpret and create two-dimensional representations of familiar environments
- conduct guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context
- record, represent and compare data they have collected

Assessments:

- **Statistics Assessment Task:** Completed Term 3 Week 2
- **Measurement Assessment task:** Completed Term 3 Week 4 and 8
- **Number Assessment Task:** Completed Term 3 Week 6
- **Space Assessment Task:** Completed Term 3 Week 10

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Science: Night and Day

Focus:

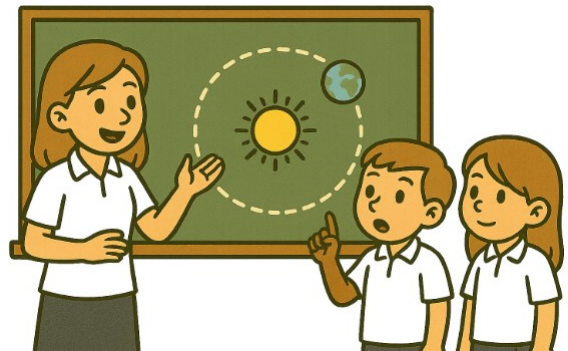
This term, students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements

Students will:

- Use their understanding of the movement of Earth to suggest explanations for everyday observations
- Describe how they can use science investigations to respond to questions
- Use their experiences to identify questions and make predictions about scientific investigations
- Follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data

Assessment:

- **Night and Day Assessment Task:**
Completed Term 3 Week 9



HASS: Exploring Places Near and Far

Focus:

Term 3, students will explore the following inquiry question: How and why are places similar and different?

Students will:

- Explore the importance of making decisions democratically
- Examine who makes rules, why rules are important and the consequences of rules not being followed
- Investigate the location of Australia's neighbouring countries and the diverse characteristics of their places
- Identify the main climate types of the world and the similarities and differences between the climates of different places
- Understand the representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human
- Explore the similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places

places

- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions

Assessment:

- **HASS: Inquiry Task:**
Completed Term 4 Week 5

Design and Technologies

Focus:

In Term 3, 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

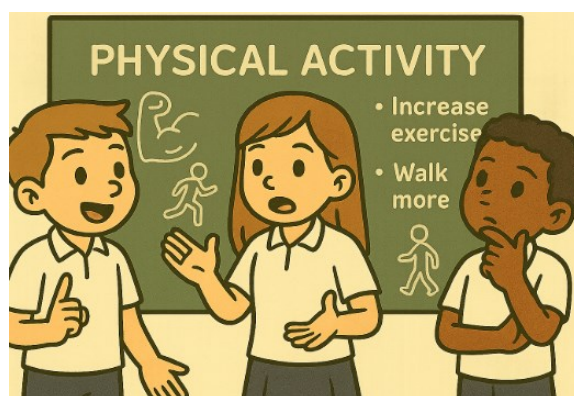
Focus:

In Health, students will investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.

In P.E, students will perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.

Assessment:

- **Health Assessment Task:**
Completed Term 3 Week 10
- **P.E Assessment Task:**
Completed Term 3 Week 10



The Arts: Music & Drama

Focus:

This Semester, students will be exploring Drama and Music in their Arts lessons. In Drama, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

In Music, students will make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia

Assessment:

- **Music Assessment Task**
Completed Term 4 Week 6

- **Drama Assessment Task**
Completed Term 4 Week 6



Homework Expectations

Homework will begin in week 2 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
- Numeracy and literacy activities.

Each Term, homework will be issued in your child's homework folder.

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!

