



Year 3 Term 1 Overview

Dear Parents/Carers,

Welcome to the final term of the year. We are looking forward to a fun term, filled with engaging and exciting learning experiences.

English: Examining imaginative texts

Focus:

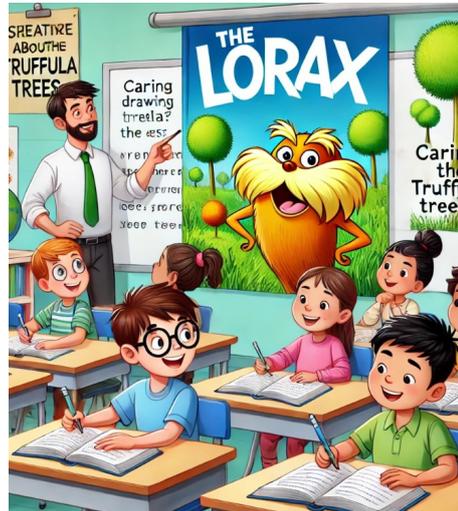
Students will read and enjoy a wide range of imaginative texts, including picture books, poems, rhyming verse and performances. These texts will help students grow as confident, independent readers.

As they read and view texts, students will explore how authors use language and storytelling techniques to shape how readers think and feel. They will discuss how specific language choices and text structures help achieve the author's purpose and make stories more engaging.

Students will respond to texts through discussion, shared activities and independent writing. They will use stories as inspiration to create their own imaginative pieces. Students will also build their speaking and listening skills by sharing their ideas in discussions and delivering presentations using appropriate and increasingly formal language.

Assessments:

- **English Assessment Task:**
Completed Term 1 Week 9



Term 1

Key Dates:

- **Assembly:** Monday fortnightly 8.45am
- **Parent Teacher Interviews:** 17th March
- **NAPLAN:** 12th–20th March
- **Celebration of Learning:** 4th April

Mathematics

Focus:

In Term 1, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students will:

- order and represent natural numbers beyond 10 000
- use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies

- make estimates and determine the reasonableness of financial and other calculations
- create algorithms to investigate numbers and explore simple patterns

Assessments:

- **Number Assessment Task:** Completed Term 1 Weeks 4 and 10

Inside this issue:

English Focus	1
Mathematics Focus	1
Science / Design Focus	2
HASS Focus	2
Arts and LOTE Focus	3
Health & P.E Focus	3
Homework Expectations	4
Key Dates and Information	4

Science: Biological Sciences

Focus:

In this unit students will learn how to sort and compare living and non-living things using clear guidelines and examples. They will explore the characteristics of living things and discover that classification is not always simple. For example, they will discuss why fire may seem "alive" in some ways but is actually non-living.

Students will investigate how plants and animals grow and change by exploring different life cycles. They will learn that not all living things develop in the same way. Using tables, models, photographs and drawings, students will identify patterns and compare life stages, including animals that go through metamorphosis and those that do not.

They will also practice using correct scientific vocabulary when explaining how living things

change over time.

Students will explore how understanding life cycles helps us care for and support living things in our environment. They will consider how we can create spaces that help species such as insects, frogs and other animals thrive.

Assessment:

- **Biological Sciences Assessment Task:** Completed Term 1 Week 9



HASS: Celebrations and Commemorations

Focus:

In Semester 1, students will conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?

Students will:

- Pose questions about the significance of Anzac Day commemorations for different groups
- Sequence ANZAC events and describe changes and identify points of view
- Explain why ANZAC day is significant to different groups
- Understand the significance of symbols and emblems within a community context

- Understand the importance of recognising and valuing the beliefs and traditions of a range of cultural groups

Assessment:

- **HASS: ANZAC Inquiry Task:** Completed Term 2 Week 7



Health & P.E

Focus:

In Health, students will learn about the different influences that help shape their identities as they grow and develop a stronger understanding of themselves and others. They will explore the importance of respect, cultural awareness and inclusion, and discuss how stereotypes can influence people's choices and behaviours.

Through real-world examples and age-appropriate scenarios, students learn strategies to manage their emotions, behaviour and reactions to change.

They practice self-regulation skills that help them respond positively to physical, social and emotional changes and transitions.

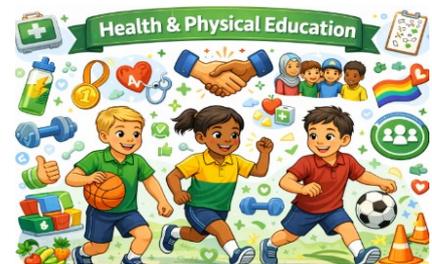
In PE, students will learn how to understand and think critically about health messages and information. They reflect on how these messages can influence their choices and behaviours and how they can make positive decisions that support their health, safety, relationships and overall wellbeing.

Students will continue to develop their physical skills by practising and combining movement skills to create movement sequences. They will apply movement concepts across a range of activities, including games and sports, and learn how to adapt their skills and strategies in new and unfamiliar situations.

Through physical activity, students will also practise important personal and social skills. They will learn how to play fairly, include others and build positive relationships, helping them develop confidence, teamwork and respect for others.

Assessment Tasks:

- **Health Assessment Task:**
Completed Term 2 Week 7
- **PE Assessment Task:**
Completed Term 2 Week 7



The Arts: Music & Visual Arts

Focus:

This semester, students will be exploring Visual Arts and Music. In Visual Arts, students will explore how artists use patterns and textures from the world around them when creating artworks. They will look closely at their surroundings and learn how everyday surfaces and patterns can inspire artistic ideas.

Students will talk about their own artwork and the work of others. They will describe what the artwork shows, the ideas behind it and the feelings or messages it communicates.

Students will create their own artwork that shows different types of weather and the feelings those weather conditions can represent. Through this process, students use creativity and reflection to express ideas and emotions visually.

In Music, students will explore popular and cultural music through listening, performing and creating their own music. They will learn how music can be used to express ideas, feelings and cultural identity.

Students will practice and perform rhythms and songs, building confidence and developing their musical skills. In the composing part, students create their own rhythms and experiment with sound patterns.

Students will talk about the music they listen to, create and perform. They describe what they hear, share their opinions and reflect on how music makes them feel.

Assessment:

- **Music Assessment Task**
Completed Term 2 Week 6
- **Visual Arts Assessment Task**
Completed Term 2 Week 6



Digital Technologies

Focus:

In Term 1, students will continue developing their digital technology skills.

Students will:

- Develop iPad navigation and application skills.
- Explore digital creativity through drawing, photography, and multimedia projects.
- Practice safe and ethical use of iPads.
- Develop coding and problem-solving skills using apps.



NAPLAN

This term, our Year 3 students will participate in **NAPLAN Online**, the national assessment for literacy and numeracy. NAPLAN provides a snapshot of how students are progressing in Reading, Writing, Conventions of Language (spelling, grammar and punctuation) and Numeracy.

The assessments are completed online and are designed to reflect the skills students are developing through their regular classroom learning. NAPLAN is just one part of our school's overall assessment program and does not replace the ongoing observations, assessments and feedback provided by teachers throughout the year.

In the lead-up to testing, students will practise navigating the online platform so they feel confident with tools such as highlighting text, using the onscreen calculator (where permitted), typing extended responses and reviewing their work. Our focus is on ensuring students feel calm, prepared and familiar with the format.

Further information about NAPLAN can be found at: <https://www.nap.edu.au/naplan/for-parents-carers>.

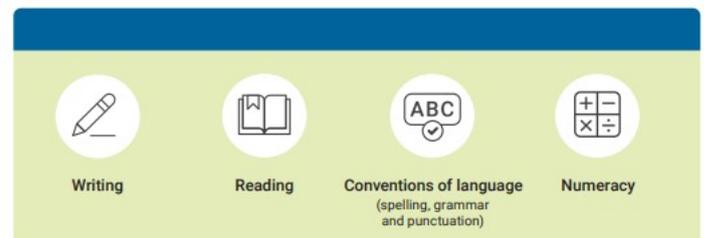
If you have any questions or concerns, please contact your child's classroom teacher.

NAPLAN

National Assessment Program – Literacy and Numeracy

Information for parents and carers

- All students in Years 3, 5, 7 and 9 in Australia do NAPLAN tests in March each year.
- NAPLAN checks students' skills in reading, writing and maths.
- The test questions are presented in Standard Australian English dialect.
- Students read some of the questions and listen to others with headphones.
- The tests will get easier or harder, depending on how students are going in the test.



- Students in Year 3 will do the Writing test using pencil and paper. Year 3 students will answer the other test questions on the computer.
- Students in Years 5, 7 and 9 will answer all their test questions on computers.
- Teachers will help students get ready for NAPLAN tests.
- Schools will get their students' results. The school will then give parents/carers a report showing their own child's results.
- Parents/carers can talk to the teacher about these results.
- NAPLAN shows how students are going all over Australia. People who work in schools, education authorities and governments use NAPLAN results. The results let them see which education programs are helping students to learn and where schools might need help.

Talk to your teacher if you have any questions about your child doing the tests.
For more information on NAPLAN, visit [nap.edu.au](https://www.nap.edu.au).

Homework

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 book.



Teacher Contact Details

- 3A Nidhi Kataria: nxkat1@eq.edu.au
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- 3F Leesa Williams: lwill331@eq.edu.au

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!

