

Term: 3

Year Level: Year 3

Important notes and reminders:



Welcome back to Term Three. We hope you all enjoyed the holidays. The children have returned to school full of enthusiasm and their learning already sees them engaged and happy. Here are some dates for the calendar.

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| <ul style="list-style-type: none">- Tuesday 30th July: Grade 3 Incursion (Australian Indigenous Culture)- Friday 2nd August: School Closure Day: Spirituality Day led by Dan Horan
- Thursday 8th August: St. Mary MacKillop Whole School Mass
- Friday 9th August: Feast Day of St Clare Whole School Mass
- Thursday 15th August: Feast of the Assumption Whole School Mass
- Friday 16th August: Grade Three hosting Mass
- Monday 19th August - Friday 23rd August: Book Week
- Friday 23rd August: Book Day Dress Up-- Monday 26th August: Cyber Safety DayWeek Seven
- Monday 26th August: Cyber Safety Parent Meeting | <ul style="list-style-type: none">- Friday 30th August: Father's Day Breakfast and Stall
- Thursday 12th September: Art Show
- Thursday 19th September: Parent Exchanges 2.00-7.30pm
- Thursday 19th September: Last day of term for children 1.15pm finish
- Friday 20th September: Parent Exchanges 8.30am-1.00pm |
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Central Idea:

A nation's story has different perspectives.



Lines of Inquiry:

An inquiry into:

- Australian Indigenous Culture
- The effects of contact between indigenous and non-indigenous culture
- The many different viewpoints of an event.

Key Concepts

- Form
- Causation
- Perspective

Learner Profile Attributes

- Open-minded
- Knowledgeable

Subject Focus:

English:

Reading:

- Using non-fiction such as images, videos, written texts and maps to locate relevant information
- To continue developing inferring skills, focusing on character emotions and traits
- Using text clues to make thoughtful predictions before, during and after reading

Writing:

- Recount through diary entries/biographies an event through different perspectives
- Continuing to build vocabulary to enhance descriptive writing
- Looking at how we, as writers, can help the audience infer character emotions and traits without explicitly stating it

Mathematics:

Multiplication:

- representing multiplication problems in different ways
- recalling table facts of 2s, 10s, 3s and 5s with increased speed and accuracy

Division:

- representing multiplication problems in different ways
- Making connections between division and multiplication
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Mapping and Grid References

- Mapping the journey of the First Fleet
- Timelines:
- Creating timelines to show significant events in our nation's story
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Overview:

Throughout this unit of inquiry students will inquire into the culture of Indigenous Australians pre white settlement, with a focus on their connection with the land. They will then look closely at the impact of contact indigenous and non-indigenous culture. Using the key concept of perspective, students will analyse significant events in our history and come to see that there are many different viewpoints of an event. These will include the arrival of the First Fleet, The Stolen Generation, National Sorry Day and the meaning of Australia Day to Indigenous Australians.



Central Idea:

A Disciple follows Christ and leads others to do the same, growing the Kingdom of God

Lines of Inquiry:

An inquiry into:

- We are learning that Mary, mother of Jesus Christ, is the perfect disciple. (Reflection)
- We are learning that discipleship is listening to the word of God in your life, and responding. ((Responsibility)
- We are learning that there are many people in the present and past Church who are models of discipleship. (connection)

Key Concepts

- Reflection
- Responsibility
- Connection



In this unit students explore the concept of discipleship through an exploration of Mary, mother of God, Mary Mackillop, St Clare and modern day Disciples of God. They learn about Mary as the Christian model of discipleship through an analysis of The Annunciation and The Visitation in Luke's Gospel and the Wedding at Cana in John's Gospel. At the conclusion of the unit students identify ways in which they can live as a disciple in their school or family situation helping to grow the Kingdom of God.

Central Idea:

Cultural traditions can be preserved in artwork, and can help people express their identities.

Lines of Inquiry:

*Aboriginal art communicates ideas through patterns and symbols.
*Aboriginal art uses Symbols in

Subject Area:

VISUAL ARTS

Overview:

This term grade 3 students are introduced to symbolic Australian Aboriginal Art and the concept of Dreamtime.

order to show the presence of different things or objects that existed around them.
 *Aboriginal art is aesthetic as well as being used as a tool for communication
 *Symbols have been used throughout history and we use them in contemporary society.



Students explore threads and textiles conventions and use materials, techniques - stitching, such as threading a needle, basic sewing "in-out-pull", and not pulling the yarn too tight - to create their own Australian Aboriginal artwork. Students learn a little bit more about the history of weaving. They discuss the terms warp and weft and how to use patterns to create beautiful designs in burlap. After pulling some of the weft out of the burlap, they use yarn, paper and beads to enhance the design.

Central Idea:
 There are many skills which we can use across a range of sports.

- Lines of Inquiry:**
- An inquiry into the skills of AFL
 - An inquiry into the skills of Soccer
 - An inquiry into the links and transferable skills within these games.

Subject Area:
 PHYSICAL EDUCATION



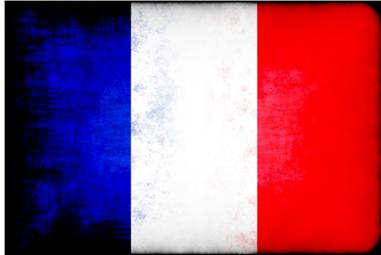
Overview:
 Students will learn the skills involved in AFL and soccer through a variety of games and activities which involve partner and group collaboration. Students will develop strategies, tactics and gameplay through modified games.

Central Idea:

Lines of Inquiry:

Subject Area:
 FRENCH

Overview:
 Students will continue to

<p>We express ourselves through different celebrations.</p>	<p>The calendar: numbers, days of the week, months of the year and holidays</p> <p>what is similar or different to our own language and culture when exploring French celebrations</p>		<p>explore the calendar this term - numbers to 31, days of the week and months of the year. They will be able to talk about their birthday in French. In groups, students will also explore some of the annual French celebrations.</p>
<p>Central Idea:</p> <p>We express ourselves in many ways.</p>	<p>Lines of Inquiry:</p> <p>An inquiry into; ~our strengths and passions and how we can use these to create a performance ~creating a performance using music, dance and drama.</p>	<p>Subject Area:</p> <p>PERFORMING ARTS</p> 	<p>Overview:</p> <p>In Performing Arts this term students will be exploring their strengths and passions and will work either individually or in a small group to create a short performance. These performances may include components of music, drama or dance. Some students may have the opportunity to perform their act at the Art show later in</p>

			the term.
<p>Central Idea: Reading and responding to books assists us to grow as learners.</p>	<p>Lines of Inquiry: An inquiry into: ~How we can use books to help us learn ~How we can use information from the book to respond creatively and develop ideas</p>	<p>Subject Area: DISCOVERY</p> 	<p>Overview: In Discovery this term students will be reading and responding to a range of picture story books in the lead up to Book Week 2019. They will respond to these texts both creatively and by using various ‘thinking’ strategies. Focusing on the Media Arts curriculum, students will also create a sequence of images, sounds and text to clearly establish the beginning, middle and end of a story or an event.</p>