Dear Parents/Guardians,

Welcome to Term Two. The Year 3 teachers, Mrs Barakat, Ms. Martin, Mrs. Takano, Ms. Salvado, Mrs. Bahahur and Ms. O'Donovan, along with the support of Ms. Jacqueline Wallace, have enjoyed teaching and learning with your child during Term 1 and are enthusiastic about continuing to build on this in Term 2.

This term we will continue to promote healthy lifestyle choices, by encouraging students to bring their water bottles to school. We strongly recommend students are principled and bring ‘healthy food snacks’ (fruit, carrot sticks, celery sticks, sultanas, fruit muesli bars and rice crackers) to eat at break, and fresh fruit &/or vegetables to eat during modeled reading sessions.

The beginning of this term has seen us concentrating on preparing students for the National Assessment Program - Literacy and Numeracy (NAPLAN) held on May 15-17th. Teachers and students have been working together to become accustomed to test conditions, including completing tasks in set time allocations. All students have worked extremely hard in preparing for the tests, demonstrating the PYP Learner Profile and attitudes during this time.

Students will be encouraged to understand their strengths and skills, in order to set suitable learning goals and associated strategies that are required to be developed to reach that goal. In developing their portfolios, students will have the opportunity to showcase their learning and achievements across all curriculum areas through work samples, assessment tasks, student reflections and teacher reflections. Children will continue to use a variety of thinking tools including Mind mapping, and brainstorming and graphic organizers including lotus diagrams and Y charts.

LITERACY

In the English domain, teachers will continue to use the First Steps continua and the Victorian Essential Learning Standards (VELS) to enable students to achieve individual reading, writing, spelling and oral language learning goals.

Reading continues to be a top priority for all students. A focus on maintaining independent reading will continue on a daily basis. We encourage students to read ‘Just Right’ books. It is recommended that year three students read every night for a minimum of 20–30 minutes, with a parent or guardian. Reading sessions in the classroom include whole class, small group and individual reading tasks. Students’ reading, including print and electronic texts, will be supported in the classroom through a variety of formats including

- reading aloud
- modeled reading
- guided reading
- shared reading
- independent reading
- conferencing.

Through our inquiries of ‘The World is Composed of Matter’ and ‘Exploration is a response to challenges and opportunities’ students will be reading a variety of genres that are based around the inquiry. An emphasis will continue on reading comprehension skills including comparing and contrasting, prediction and prior knowledge, visualization, clarification, summarizing and questioning.
The Premier’s Reading Challenge is also being conducted again this year with students allocated a username and login to record the books that they have read. This proved to be very successful as last year as most students within the school were able to complete the challenge. It also encourages students to continue to consolidate their independent reading skills.

In WRITING this term, the children will explore a variety of text types with a major focus on ‘procedure’ during our ‘Matter’ inquiry and ‘biographies’ during our ‘Exploration’ inquiry. Writing biographies will allow students to research the experiences and background information of different explorers. Students will build their knowledge about the features and purposes of procedural texts in relation to scientific exploration into matter. Students will be analyzing the features of the text types through a variety of examples. They will also construct their own interpretations of ‘biographies’ and ‘procedural’ texts as they explore those inquiries in more detail, through shared, independent and modeled writing sessions. Students will reflect on and using their Literacy Continua will continue to self evaluate their writing and continue to reach their personal goals. Proof-reading and editing their own and their peers’ work will continue to be a priority.

SPELLING will be integrated with our writing program, both through specific spelling strategies and using words in context. Students will build their spelling skills by working towards achieving their personal spelling goals. They will practice and learn how to spell words from their own writing as well as explore different word blends and combinations that have similar sounds, to encourage word association and build their vocabulary. Procedural text writing will expose students to developing their knowledge of future tense verbs. Biographical texts will expose the students to time, place and past tense verbs.

MATHEMATICS

In the domain of Mathematics students will continue to build confidence in number through basic facts and operations in the areas of addition, multiplication, subtraction and division. It is important for students to continue to gain automatic recall of basic facts and all students are encouraged to show independence by practising this skill at home on a regular basis. Please encourage your child to practice their number skills using recommended websites such as Mathletics. We will further develop the children’s understanding of place value to solve and record solutions to addition, subtraction and multiplication problems. Children will read, record, interpret and order numbers up to 99,000.

These concepts will be investigated with the use of ‘hands on materials’ and through the use of mental computation. We will inquire into measurement through mass, weight, volume, capacity, temperature and time in conjunction with the scientific inquiry. Children will estimate short and long periods of time, describe duration of time, and make and use timetables, schedules and calendars. Vocabulary linked to measurement of time, such as week, fortnight, month, year, decade and century will be discussed. They will also learn to tell the time in hours and minutes on analogue and digital clocks, and become familiar with associated time language. Students will be provided with the opportunity to work on whole class, small group and independent activities. We will focus on using words, pictures and numbers to support student learning in maths.

UNITS OF INQUIRY

At the beginning of each inquiry unit, the students will engage in various tuning-in activities. These provide a springboard for the formulation of student questions, and play a guiding role in the unit of inquiry. We strongly invite participation from family members who may have some knowledge related to a particular Unit of Inquiry so please feel welcome to contact your child’s teacher regarding inclusion in our program.
Our first Unit of Inquiry in Term Two will be based on the Transdisciplinary Theme of ‘How the World Works’ inquiring into the central idea that ‘The World is Composed of Matter’. The lines of inquiry that students will inquire into will be

- observation of properties helps us classify the three states of matter (solids, liquids, gases),
- how materials change from one state to another and
- safety requirements and procedures are important to scientists.

The main concept for this inquiry is ‘Change’ underpinned by the concepts of Form and Function and the curriculum domain of ‘Science’. Students’ curiosity will be developed through examining the characteristics of states of matter including liquids, solids and gases. Students will have the opportunity to acquire and apply scientific skills; comprising observation, inference, classifying, measuring, recording data, predicting, comparing/contrasting and planning an investigation.

Our second Unit of Inquiry this term has the central idea of ‘Explorations are a response to challenges and opportunities’. Students will inquire into

- the discoveries made by explorers,
- opportunities for explorers and
- explorers encounter challenges.

The main concept of this inquiry will be ‘Reflection’ (How do we know?). The Transdisciplinary Theme of ‘Where we are in place and time’ is described in the PYP as ‘an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives’.

The VELS curriculum domain is Humanities: History and the PYP subject area is Social Studies. Students will be particularly encouraged to demonstrate attributes of the Learner Profile, particularly being reflective and inquirers. Students will develop the PYP attitudes of curiosity and appreciation through hands-on experiences including a Burke and Wills workshop at the State Library and a visit to the Melbourne Story exhibition at the Melbourne Museum.

During each inquiry, we strongly encourage students to bring an artefact from home to school to share with their peers. Artefacts demonstrate students’ own knowledge of the inquiry and assist in building further knowledge for themselves and the class.

Kind regards,

Mrs Barakat, Ms. Martin, Mrs. Takano, Ms. Salvado,
Mrs. Bahahur, Ms. O’Donovan, along with the support of Ms. Jacqueline Wallace.

The Grade Three Team
ART

Paul Cochran  
RB / HT

At Level 3, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They are encouraged to select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials and equipment.

In term two the children will continue to select and combine visual arts elements/principles of line, shape, colour and pattern with the purpose of developing arts ideas. The science based term two PYP Unit of Inquiry-Central Idea: “The World is Composed of Matter” will form the basis for an activity based around the book ‘The Rainbow Fish’, with the students exploring the three states of matter (solids, liquids & gases) by using various art room materials to create their picture. Particular focus will be on how art materials change during the drawing/painting process, (ie. liquid glue sets hard, adding water to powder creates liquid dye).

Julie Comer  
AD/ KM/LB/MS

The children will make art works in the art forms of drawing, construction, collage and painting. The children will select, organise and combine a range of arts elements with the intention of developing arts ideas.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

This term there will be a particular emphasis on being:
- Principled. They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- Risk -takers. In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will investigate their classroom PYP Unit of Inquiry, “Where We Live in Space and Time”. The children will be introduced to the artworks of David Hockney. They will discuss the style of his artworks and the mediums he uses. The children will use specific artworks as inspiration to create a series of artworks working across a range of mediums. Associated to the same Unit of Inquiry the children will investigate the artwork of Roland Wakelin. Through discussion the children will focus on his development of perspective as well as his use of colours, shapes and space. The children will create their own artwork based on these discussions.
HEALTH & PHYSICAL EDUCATION

Blair Ganley & Kelleigh Evans

During term two, the grade three children will continue to practice basic Fundamental Motor Skills, as well as Gymnastic (Static activities) and Dance. They will participate individually, in partner and group based activities.

- Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports and small group pyramids.
- As part of the Grade 5 Inquiry a group of Grade 5 students will be teaching the Grade 6’s what they have learnt from a Dance teacher who’s coming to do a four week program with them.
- Children will have the opportunity to participate in the District Cross Country.
- As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.

ITALIAN – Ros Savoia

This term in Italian, the children will focus their language learning on the story of “Il Piccolo Capitano” - The Little Captain. The Italian language sessions will be filled with a lot of oral language from the story to encourage children to practise making statements, giving commands and asking questions. Students will be introduced to the new vocabulary and phrasing via the story.

They will practise new pronunciations, questions and answers and chants. Through oral games, making and playing cards, listening and writing in the language, the students will identify with the new vocabulary, differences in culture, and various new expressions in Italian.