Dear Parents/Guardians,

Welcome to Term Three. We are enthusiastically looking forward to continuing the teaching and learning relationships we have developed with your child during the first half of the year.

During term three we will continue to encourage healthy lifestyle choices, including drinking water and bringing ‘healthy food snacks’ (fruit, carrot sticks, celery sticks and sultanas) to eat at break, and fresh fruit &/or vegetables to eat during modelled or independent reading sessions. This relates in particular to the inquiry during the first half of term three.

Students will continue to set individual learning goals for Mathematics and Literacy, and will be supported to help reach those goals.

During term three we will continue to use a variety of thinking tools and strategies to assist students with their inquiry learning. Some of the visible thinking tools students will use to support their learning are mind maps, lotus diagrams, fishbone charts, De Bono’s thinking hats and K(now)W(ant)L(earn)s.

UNITS OF INQUIRY

‘The choices we make have a lifelong effect on our wellbeing.’

This is the central idea for our first unit of inquiry in term three. We will inquire into this idea through these lines of inquiry:

- How our eating choices impact on our health.
- Different factors influence our health—physiological, social, cultural and economic.
- Our lifelong responsibility to ourselves and others is to maintain a healthy lifestyle.

The main concept for this inquiry will be ‘Responsibility’ (What is our responsibility?), encouraging students to explore and take responsibility for choices in relation to physical health as encompassed in the PYP (Primary Years Programme) Transdisciplinary Theme ‘Who We Are’

This unit of inquiry will be assessed through the AusVELS (Australian Victorian Essential Learning Standards) curriculum domain Health and P.E.—Health Knowledge and Promotion while the PYP subject area is Personal, Social and Physical Education. Students will also be encouraged to take part in the swimming program, which will be linked to our Unit of Inquiry. Swimming is an essential skill to learn, know and continuously practise and enjoy doing individually, with family and friends.
Students will be expected to demonstrate the PYP Attitudes and Learner Profiles of being *balanced, committed, principled* and show enthusiasm during this inquiry. Students will be given opportunities to develop the PYP Attitudes and Profiles, which involve active learning experiences.

*A Geographical Information System (GIS) connects us to our world.*

Our second unit of inquiry in term three will be based on the PYP Transdisciplinary Theme of ‘How We Organise Ourselves’ looking at mapping systems through these lines of inquiry:
- A GIS has a purpose
- A GIS needs relevant information
- A system is made up of different components

The main concept for this inquiry is ‘Connection’ (How is it connected to other things?) and the AusVELS curriculum domain of ‘The Humanities’. Students will be encouraged to demonstrate the PYP attitudes of *tolerance* and *cooperation* when exploring how the parts of a geographical information system fit together. The PYP learner profiles of being a *thinker* and *open minded* will be developed throughout this inquiry.

LITERACY

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

**Reading and Viewing**

Reading continues to be a priority for all students. A focus on maintaining **independent** reading will continue on a daily basis with students working on their individual learning goals. We encourage students to read fiction and non-fiction ‘just right’ books (i.e. books that are not too easy or difficult) that are enjoyable but also include some challenging words. It is recommended that year three students read every night for a minimum of 30 minutes, with a parent or guardian and that questions are asked of the child to answer to ensure comprehension is being practised. Reading sessions in the classroom continue to include whole class, small group and individual reading experiences. We will continue to encourage and monitor that all students are taking home books to read to their parent/guardian each evening.

Through our inquiries with the central ideas ‘The choices we make have a lifelong effect on our wellbeing’ and ‘A Geographical Information System (GIS) connects us to our world’, students will be reading a variety of genres based around the inquiry, focusing on poetry in the first inquiry, and explanation texts in the second inquiry. Some of the specific reading comprehension strategies to be developed this term include finding the main idea, cause and effect, sequencing, summarizing, interpreting figurative language, authors purpose, inferring, making connections, and defining the meaning of unfamiliar vocabulary. They will learn to recognise and discuss the elements and purpose of different text structures when learning more about poetry.
Writing:
Through shared, independent and modelled writing sessions students will explore a variety of text types with a major focus on writing poetry and explanation texts. Students will learn to express themselves through poetry using different types, such as couplet, shape, cinquain, acrostic, limerick and haiku. When focusing on poetry, students will build their knowledge about language features such as:

- nouns and verbs that refer to specific objects events, emotions, things and actions,
- adjectives and adverbs that are more imaginative than factual and precise,
- simile/metaphor/idioms and
- rhyme, rhythm and repetition.

Proofreading and editing their own and their peers’ work will continue to be a priority. Students will continue to develop a personal writing style as well as using humour, sarcasm or irony in their poetry.

Explanation texts will be a focus during the second inquiry, where students will incorporate their learning and understanding about Geographical Information Systems using this genre.

This term we are encouraging all our students to use their writer’s notebook. The writer’s notebook is a tool for the children to immerse themselves in their own world of creative thoughts.

Spelling
Spelling will be integrated within 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 build and refine their bank of known words by practising and learning how to spell words from their own writing as well as inquiry related words. Students will continue to explore different word blends to encourage word association and build on their vocabulary. They will become increasingly aware of syllabification and will be encouraged to break words into syllables as well as use their ‘Have-a-go sheet’ when spelling unfamiliar words. Poetry will encourage students to use their imagination and think creatively, exploring new combinations of words and sentences.

Speaking and Listening
In oral language, students will continue to experience opportunities to develop their communication skills through speaking and listening, including artefact presentations, think-pair-share interactions, poetry recitations, presenting their explanation texts and reflecting on their learning, skills and knowledge.

MATHEMATICS
Number and Algebra
In the domain of Mathematics students will continue to be inquirers about number through learning experiences based on simple fractional numbers including halves, quarters and thirds and learning various number strategies to help solve problems for each operation(+, -, X, ÷). The concept of place value will also be revisited to further develop their understanding and skills in Number and Algebra. They will have the opportunity to show commitment by using suitable fraction material to develop concepts of equivalent fractions, compare fraction sizes and to add like fractions. Ordering of money, rounding money amounts and simple money calculations will also be developed. Students will gradually develop independence through ‘hands on’ learning experiences. Students will develop their knowledge of the effect of multiplying by ten on the location of the decimal point in a number.
**Measurement and Geometry**

Through our ‘health’ based inquiry students will be estimating and measuring the attributes of everyday objects and events using formal (mm, cm, m) instruments such as rulers, tape measures and trundle wheels. Area and perimeter will also be explored by using both informal and formal units. Volume and capacity will be investigated through hands on experiences using concrete materials. Students will revise and extend their understanding of measuring time using both analogue and digital clocks. As part of our ‘geography’ based inquiry students will gain a **confident** understanding of the concept of ‘location’ by locating and identifying places on maps and diagrams using vocabulary such as turn, right, left, forwards and backwards. The students will become knowledgeable about giving directions and describing positions using simple compass directions (for example, N for North), when completing learning experiences encouraging them to make a connection with their environment. They will also be **creative** by designing their own map with grid references referring to geographical features. Students will be encouraged to be risk takers when identifying or plotting a position using a grid.

**Statistics and Probability**

They will be encouraged to be **open minded** using a variety of recording methods, analysing data and by being **reflective** when comparing their prior knowledge and experience with new information they have learnt.

**Homework:**

Homework will continue this term for our Grade 3 students. The homework will include various activities for spelling, Writing, Inquiry and Mathematics to complete across the week. Tasks are designed to cater for various learning needs. Homework helps develop positive study skills and habits that will help your child well throughout life. The weekly homework is designed to help your child review and practice what is taught in class, to learn to use his or her time wisely and to work independently. In addition, homework helps extend your child’s learning by applying their skills to new situations. This will help parents learn more about and communicate with your child what is being learnt at school.

We strongly recommend your child continues to read every day for at least 30 minutes and record their books in their reading log book. Please take the time to listen to your child read, as your personal interest makes the reading experience more rewarding and enjoyable for your child.

**arte·fact** –noun

any object made by human beings, esp. with a view to subsequent use.  
(http://dictionary.reference.com/browse/artefact)

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

If you participate in the **health or food sector**, in a **systems environment** or utilize **mapping** in your daily activities we strongly **invite your participation** in our units of Inquiry during term three. Please feel welcome to contact your child’s teacher regarding inclusion in our program.

Thank you,

Year 3 Team

Mrs Linda Barakat, Mrs Helen Takano, Mrs Jill McClugan, Mrs Ritu Bahadur, Mr Keith MacDougall and Ms. Christine Mahlis
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term three, the grade three students will practice and develop competency in a range of complex motor skills such as leaping and dodging. Through modified major games (for example, games with modified rules, equipment and playing field), and athletics activities (for example, discus, shot put and modified versions of jumps), students begin to apply their skills in sport-specific settings. Students will participate in a range of activities that promote health-related fitness.

During our gymnastics unit, students will focus on springing and landing. Some of the activities will include jumping from a springboard to a mat. Students will also explore rhythmic gymnastics through the use of a variety of equipment.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump and long/triple jump. In some cases, modified equipment will be used. Students will also have the opportunity to participate in some Athletics trials at school and have the opportunity to represent the school in District Athletics.

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 students work and participate in Physical Education sessions.

ITALIAN – Ros Savoia

This term in Italian, the children will focus their language learning on “Body parts” and “Italy-Its place in the world”. The classroom will be displayed with related vocabulary, phrases and picture examples to encourage children to practise using and communicating in the language relating to themselves and their world. Through formal language instruction and discussion, listening and writing in the language, the students will identify with the vocabulary/phrases in Italian, posing questions and making appropriate responses. The students will learn to recognise familiar words and English derivatives from the body parts vocabulary and learn to recognise features of the map of Italy and its place in the world.
ART
Paul Cochran

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 three, the students will be introduced to a new Visual Arts unit exploring different textiles including cotton, hessian and wool. Basic stitching, weaving and dyeing techniques will be introduced and we will use these new skills to create several art pieces.

We will also link into the 2013 Book Week theme: ‘Read Across the Universe’. The students will review several of the short-listed picture story books written for older students and then undertake an appropriate art activity.

Julie Comer

The children will create art works in a range of mediums including multi-media works. The children will use a range of art forms, materials and equipment to develop arts ideas based on their own and others’ cultures.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program Learner Profile and in particular to be:

- Responsible: The children will be asked to take responsibility for their art learning making decisions about how they will create their art work and the choices they will make using art skills and developing creativity. During discussions about artwork they will be expected to be caring by showing empathy, compassion and respect towards the needs and feelings of others.

- Inquirers: The children will be provided with an environment where they can enjoy their learning and be encouraged to be naturally curious about the activities they are undertaking. They will be expected to develop their artwork in their own individual style.

The children will be exploring selected books from this year’s short-listed titles for the Australian 2013 Children’s Book Council Awards and creating associated art works. This year’s theme is Read Across the Universe so as well as creating artworks a reading rich culture will be promoted.