Dear Parents/Guardians,

Welcome to term four! Mrs. Linda, Mrs. Takano, Ms. Marlis and Mrs. Bahadur, Ms. McClenaghan and Mr. MacDoughall have enjoyed the teaching and learning relationships that have been built over this year from the variety of learning experiences we have shared.

Throughout this term the students will be encouraged to show a **caring, balanced and principled** attitude as we begin our new inquiry based on the central idea of ‘Finding peaceful solutions to conflict leads to a better quality of human life.’

The grade three students have just participated in their first camping experience of three days and two nights at Phillip Island Adventure Resort. Students had the opportunity to participate in many wonderful learning opportunities to further investigate the central idea of ‘Finding peaceful solutions to conflict leads to a better quality of human life’. The learning experiences that they have engaged were especially chosen to support the lines of inquiry which focus on: causes of conflict, conflict resolution and management, and living and working together peacefully.

Students will continue to set individual learning goals based on the literacy continua and will be supported to reflect on successful strategies that helped them achieve their goals. Students will continue to place samples of their learning in their portfolio.

During term four, children will continue to use a variety of thinking tools and graphic organisers such as Venn diagrams, Mind maps and thinking keys, to support their inquiry learning. They will also be encouraged to develop in depth questions that will drive their personal inquiry further.

Towards the end of term four, students will be encouraged to show commitment and enthusiasm when participating in the end of year concert and continue to share their caring and principled attitude.

**LITERACY**

In the domain of **English**, the continua will continue to be an essential component of the planning and assessment document for both teachers and students. These documents will be continuously revisited, in order to assist with the setting of learning goals and tracking student progress.
In reading students will continuously be immersed in a range of literature types. Reading sessions will take place in a variety of formats: guided reading, shared/modelled reading, independent reading and read aloud. Students will engage in text related responses to their reading. This may be in the form of written comprehension, or responding to texts using Thinking Strategies. Students will revise a range of reading strategies and asked to apply them to a variety of reading tasks.

- Reading on (to the end of a sentence),
- Chunking (multi-syllabic words),
- Connecting (information read to personal knowledge) and
- Re-reading (to clarify or enhance meaning).

This term each child will be supported in choosing appropriate reading material and encouraged to source their own reading material. This may be from the school library, local library or from your home collection. However, if this is not possible students may have access to reading material to borrow for take home reading. It is recommended that year three students read every night for at least 30 minutes, with a parent or guardian. 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.

Through shared, independent and modelled writing sessions students will explore a variety of text types with a major focus on writing narrative texts.

While focusing on narrative texts students will build and revise their knowledge about language features such as:

- developing an idea,
- using a plan to organise ideas,
- developing correct structure of a narrative text,
- developing correct elements needed in a narrative text (i.e. orientation, climax, problem, solution),
- logically ordered paragraphs and
- correct punctuation.

Proofreading and editing their own and their peers’ work will continue to be a priority, with students being encouraged to proofread and edit their own writing before it is proofread by someone else.

Spelling will be integrated throughout the reading and writing program, with the teacher introducing specific spelling strategies to assist students in becoming familiar with how words work. Teachers will demonstrate using syllables for words with regular spelling patterns, and for frequently used words which have less regular spelling patterns. Common sounds and visual patterns in words will also be explored through student’s writing. Students will also be encouraged to use a range of resources to assist with spelling (for example, dictionaries, word charts, Have-A-Go, or ask a friend).
In oral language, students continue to experience opportunities to develop their communication skills through speaking and listening including artefact presentations, think-pair-share sessions, verbal experiences using and reflecting on their learning and knowledge.

**NUMERACY**

In the domain of Mathematics, students will be encouraged to be risk takers when inquiring into key mathematical understandings, which will empower them to think mathematically. Students will continue to use words, pictures and numbers and learn other strategies to support their learning and further develop their skills in Numeracy.

Students will be encouraged to continue to build their **Number** knowledge in order to build confidence in all operations. It is important for students to continue to gain automatic recall of basic facts and number strategies involving all operations, and all students are encouraged to show independence by practising these skills at home on a regular basis.

Under the Maths dimension of **Measurement, Chance and Data** students will be encouraged to be thinkers when comparing the likelihood of everyday events (such as the chance of rain or sun). During the inquiry this term ‘Finding peaceful solutions to conflict leads to a better quality of human life’, there will be a focus on Chance and Data. This will provide a stimulus for predicting the outcome of chance events. Students will be provided with the opportunity to work on whole class, small group and independent activities including math groups. Students will also have the opportunity to build their independence by planning and conducting chance experiments. They will become more knowledgeable by collecting, organising and exploring data gathered from these experiments. Students’ data findings of simple chance experiments will be developed using bar graphs and number lines.

Students will continue to **Work Mathematically** through the use of computer software to present data, which will improve the interdisciplinary skill of ICT in maths. This will increase student **knowledge** of Microsoft Excel by entering data to be displayed in chart form thereby building their confidence with this software.

In the dimension of **structure**, students will continue to list all possible outcomes of a simple chance event will give students a chance to develop the use of structure in maths.

**INQUIRY**

During weeks 4 to 9 of this term, students will be immersed in our final unit of inquiry for the year which is based on the Transdisciplinary Theme of ‘Sharing the Planet’. Students will be inquiring into the central idea of:

‘Finding peaceful solutions to conflict leads to a better quality of human life.’

Through the lines of inquiry of
- Causes of conflict,
- Conflict resolution and management
- Living and working together peacefully

Students will be encouraged to demonstrate the PYP Learner Profiles of being caring, balanced and principled. Students will focus on the PYP Attitudes of empathy, integrity and respect. The main concept that underpins this inquiry is **Causation** (Why is it like it is?). The PYP subject area is Social Studies and the VELS curriculum domain is Humanities.
We encourage students to contribute to the inquiry by taking action and bringing artefacts to share with their classmates. This demonstrates their prior knowledge and links with their understanding of the inquiry, enabling them to explore, discover and learn. Having discussions at home will enrich your child’s understanding of the inquiry and further develop their learning.

The tuning in activities at the beginning of this inquiry will assist students in posing and formulating their student questions and subsequently seeking answers to their questions and gaining an enduring understanding.

Primary resources, including guest speakers, play an important part in developing the students’ understanding, curiosity and learning. If you (or someone you know) are able to contribute to this unit of inquiry by sharing your knowledge with the students, please contact your child’s class teacher to arrange a suitable time. Anyone involved in the Defence Services, Counsellors and/or Social Workers would be particularly suited to sharing their knowledge about peace and conflict. We kindly ask that if you know someone employed in this area could you please inform them of our inquiry and the need for guest speakers with this knowledge.

Throughout the Inquiry and learning process, students will be encouraged to demonstrate their curiosity and be open-minded to learn more about peace and conflict. They will have the opportunity to participate in hands-on learning and become more knowledgeable about this inquiry.

Homework
Homework will continue to be given on a weekly basis. There have been a few changes to the homework template. We have created a matrix which incorporates both Bloom’s Taxonomy and Howard Gardner’s Multiple Intelligence tools. These tools will help cater for various learning styles and develop students’ thinking skills when completing the tasks on the matrix. Students will be required to complete 2-3 activities each week, practice their spelling words using the LSCWC method and read daily for 30min. Please take the time to listen to your child read, as it will make the reading experience more rewarding and enjoyable for your child.

Thank you for your continued support.

Kind regards,

Mrs Linda Barakat, Mrs. Takano, Mrs. Bahadur, Ms. Mahlis, Mrs. McClenaghan and Mr. MacDoughall.

Year 3 Team
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term four, the year three students will continue to refine and expand their range of skills including, throwing, catching and striking. The main focus will be on two-handed striking and stick spots (eg; hockey, golf and cricket, soft cross) and a punting unit (AFL based).

Students will explore and improve their striking and two handed techniques using a variety of sports/activities like hockey, cricket, soft cross, badminton and golf. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target, stepping with the opposite foot to that of the striking hand/arm, sequential hip to shoulder rotation during the strike and following through towards the target around the body. They will complete passing, dribbling, shooting, carrying, scooping, trapping, hitting and catching skills connected to each area.

Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height, stepping forward with the non-kicking leg and bending the knee of the kicking leg during the backswing for the kick/punt. Students will explore a range of kick types (drop punt, torpedo, check side and snap kicks) as well as practicing using both feet to kick with.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile

ITALIAN – Ros Savoia

This term in Italian, the children will focus their language learning on “Gli sport” and “Christmas in Italy”. 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 sports vocabulary and learn to appreciate cultural aspects of the celebrations and festivities held over the Christmas period in Italy.
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 four, the students will be continue to explore our new Visual Arts unit involving “Threads and Textiles” as we complete individual ‘Weaving Trees’ using basic weaving techniques. We will conclude the year with a Christmas craft activity suitable for all students, involving a number of tools and materials unfamiliar to these students.

Julie Comer
JM / KM

The children will create art works in the art forms of drawing, painting and construction. The children will be asked to create art works that are inspired by their own imagination as well as appreciating the opportunities that particular art materials and processes provide. Through exploration and discussion the children will explore how ideas from their own culture influences the art works they create as well as how other cultures influence art works that are made. The children will also be using their creativity to develop art works related to festivities and celebrations such as Christmas.

The children will be encouraged to display the qualities of all aspects of The Primary Years Program, Learner Profile and in particular to be:
Communicators. The children will be involved in discussions in the art room related to art development and art appreciation as well as the understandings they are developing in relation to their PYP classroom unit of inquiry. The children will be encouraged to participate in discussions to express their ideas. They will be encouraged to speak confidently using the new “art” words and language that they have been exposed to. The children will be working in an environment that encourages them to be confident speakers and effective listeners.
Reflective. Having been exposed to a range of quality learning experiences and opportunities in each art activity the children will be asked to give careful thought to their work and then assess what they believe are the strengths and successes they have displayed as well as their thoughts for what they might do differently. The purpose of this being to develop in children responsibility for their own learning in art. It is an opportunity to celebrate successes and to support personal development.