Dear Parents/Guardians,

Welcome to Term Three. We are enthusiastically looking forward to continuing the teaching and learning relationships we have developed with your children 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, as well as fresh fruit or vegetables to eat during modelled or independent reading sessions. This relates, in particular, to the inquiry during the second half of term three.

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

During term three, we will continue to use a variety of thinking tools and strategies to assist students with 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) graphic organisers.

**UNITS OF INQUIRY**

‘Communities evolve over time’

Our first unit of inquiry in term three will be based on the PYP Transdisciplinary Theme of ‘How We Organise Ourselves’, looking at communities and systems through the following lines of inquiry.

- Communities cater for their citizens.
- Communities have changed over time.
- Systems and services in communities are connected to meet the needs of its citizens

The main concept for this inquiry is ‘Change’ (How is it changing) and the AusVELS curriculum domain of ‘The Humanities’. Students will be encouraged to demonstrate the PYP attitudes of tolerance and cooperation when exploring how communities have evolved over time. The PYP learner profiles of being a thinker and open minded will be developed throughout this inquiry.

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

This is the central idea for our second unit of inquiry in term three. We will inquire into this idea through the following 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 areas are 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 practice as well as enjoy doing individually, with family and friends. We live in a country surrounded by water so it is vital that we all learn to swim at an early age.

Students will be expected to demonstrate the PYP Attitudes and Learner Profiles of being balanced, committed, principled and to show enthusiasm during this inquiry. Students will be given opportunities to develop the PYP Attitudes and Profiles, which involve active learning experiences.

**LITERACY**

In the English domain, teachers will continue to use the Fountas and Pinnell check list and the Australian Victorian Essential Learning Standards (AusVELS) to enable students to achieve individual reading, writing and spelling learning goals as well as for speaking and listening.

**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. It is helpful if you ask your child questions about the text and what the author may have intended. This will help ensure that your child understands what he or she has read; this is especially important in relation to inferred or hidden meanings. 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 every evening. Please don’t forget to regularly read to your child, as the modelling and sharing enriches their literary experiences.

Through our inquiries with the central ideas ‘The choices we make have a lifelong effect on our wellbeing’ and ‘Communities evolve over time’, students will be reading a variety of genre based around the inquiries, focusing on poetry in the first inquiry, and description texts in the second. Some specific reading comprehension strategies to be developed this term include drawing conclusions, sequencing, summarizing, interpreting figurative language, identifying author’s purpose, inferring, making connections, and defining the meanings 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 descriptive text. Students will learn to express themselves through poetry by learning and experimenting with 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 rather 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 be encouraged to develop a personal writing style as well as using humour, sarcasm or irony in their poetry.

Description text will be a focus during the first inquiry, where students will incorporate learning and understanding about communities using this genre.

This term we are encouraging all of 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 use of specific spelling strategies and words in context. Students will build their spelling skills by working towards achieving personal spelling goals. They will build and refine their bank of known words by practicing 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 through breaking words into syllables as well as using their ‘Have-a-go sheet’ when spelling unfamiliar words. Poetry encourages students to use their imagination and think creatively, exploring new combinations of words and sentences and use spelling skills in context.

Speaking and Listening

Students will continue to be provided with opportunities to develop oral language and intercommunication skills through speaking and listening, artefact presentations, think-pair-share interactions, poetry recitals, presentation of explanation text and reflection upon 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 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

As part of our ‘communities’ based inquiry, students will develop a **confident** understanding of the concept of ‘location’ by locating and identifying points 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.

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.

Statistics and Probability

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

Homework

Homework will continue this term for our Grade 3 students. 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. In the second week of term 2, your child will receive a homework matrix. Students will be required to complete 2-3 activities each week, to practice their spelling words using the LSCWC method and to read daily for 30min. Please take the time to listen to your child read every day, as well as reading to them. It will make the reading experience more rewarding and enjoyable for your child. Please encourage your child to consolidate their numeracy and literacy skills using Mathletics and Reading Eggs/Eggspress regularly. These programs are enjoyable home learning as well as being designed to support the AusVELS curriculum.

We strongly recommend that your child continues to read every day for at least 30 minutes and records the completed 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.

<table>
<thead>
<tr>
<th>artefact</th>
<th>noun</th>
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<td>any object made by human beings, esp. with a view to subsequent use.</td>
<td>(<a href="http://dictionary.reference.com/browse/artefact">http://dictionary.reference.com/browse/artefact</a>)</td>
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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**, work 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. Ritu Bahadur, Miss Noni McClure, Mrs. Sharon Peterson, Miss. Erin Wilson, Mr. Kevin Wood, Miss Keiko Martin and Mrs. Pamela Dalli.
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott
During term three, the grade three students will refine and expand their range of motor skills. Through modified and major games (for example, games with modified rules, equipment and playing field), students begin to apply their skills in sport-specific settings. Students will participate in a range of activities that promote health-related fitness.

Students will explore and work on improving their striking with one and two-handed techniques, using a variety of tennis and bat tennis shots (forehand, backhand, volley and serve). They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target, stepping with the opposite foot to that of their striking arm, using sequential hip to shoulder rotation during the strike and following through towards the target around their body.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump, long jump and triple jump. In some cases, modified equipment will be used (eg; access to soft rubber or fiberglass bar in high jump or softer shot puts).

Students will also be given the opportunity to try out for some athletics events at school (high jump, triple jump, 800m and 1500m) to have the opportunity to represent the school in district athletics.

A part of the Physical Education program, the P.Y.P attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as making courageous choices, caring and reflection will be linked to the way students work and participate in Physical Education sessions.

ITALIAN – Ros Savoia
This term the students in year 3 will learn to use various verbs related to instructions and commands in the classroom. They will follow instructions given to them in Italian and practice using the phrases in Italian in formal situations. The students will find similarities in verb endings of the Italian vocabulary. With the use of Italian dictionaries, the students will learn to create sentences including verbs and nouns related to the classroom. There will also be a focus on the unit of inquiry, “The choices we make have a life long effect on our well being”, with the concepts focus being form and function. Students will use the Italian vocabulary of “the body” to label and describe its function. Verbs from the previous inquiry will be recycled and used in sentences to state the function of many parts e.g, Gli occhi - the eyes, la bocca- the mouth, gli orrecchi - the ears, le mani - the hands, le braccia - the arms, le gambe - the legs. The inquiry will culminate with the students producing a non fiction, digital book that includes language learnt with related images.
### VISUAL ARTS - 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.

The Visual Arts program for this semester will commence with an exploration of the PYP Unit of Inquiry, **Central Idea**: “Explorations are a response to challenges and opportunities”, will provide us with the opportunity to understand the importance of maps for explorers. The students will then use a variety of media and techniques to create their own ancient explorer’s map.

Later in the term the students will be introduced to a 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.

### PERFORMING ARTS - Adam Smith

Grade 3KW, 3KM and 3NM have made a fantastic start to performing arts this semester. Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun learning environment. All students are required to participate with the focus being on risk-taking by having a go, testing limits and discovering new abilities and interests. The Grade Three students will undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum and the PYP’s arts scope and sequence. To do this students will use the conceptual lenses of ‘Form and Perspective’ to explore the central idea that we “Exploring through the physical and aural can provide an expression of the world around us.” We will be using the lines of inquiry that ‘We can physically express ourselves, we can express ourselves through sound, and that an audience views our physicality and the sounds we produce in their own way.

When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. Some links are:
- The different forms of literacy needed to understand and interpret others, such as linguistic, physical, aural and visual ways of communicating.
- Music is composed of different elements, pitch, beat, timing etc,

Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges that the future may hold.