



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING

SUCCESS



2022

Year 3

Learning Journey

Term 3

Important Days and Information

PE Days:

3K – Thursday

3A – Monday

3N – Thursday

Sport - Friday

Please ensure your child wears their sports uniform including a school approved hat.

BYOD:

All days

Additional information can be found on 'The Glendore Grove' Smore page: [The Glendore Groove | Smore Newsletters for Education](#)

4/8/22: Education week – 9am Open Classroom – Parents & Caregivers Welcome

17/8/22: Grandparents Day & Book Week Parade - Parents & Caregivers Welcome

18/8/22: Author Talk by Belinda Murrell – Cost covered by school

22/8/22: 3-6 Assembly at 11:30am – Parents & Caregivers Welcome

31/8/22: Desserts with Dad – Parents & Caregivers Welcome (\$5 to \$10)

7/9/22 & 8/9/22: **School Photos**

19/9/22: 3-6 Assembly at 11:30am - Parents & Caregivers Welcome

22/9/22: K-6 Incursion: Science Show (\$10)

Term 4: Years 1-4 Swim School (\$100)

**Please note: Changes to dates and costs may occur.*

English

Reading & Viewing:

Students will engage in daily Explicit Instruction lessons and reading groups. Activities focus on the development and consolidation of a range of literacy strategies including spelling, fluency, comprehension and writing skills. Our reading focus will be on vocabulary and comprehension strategies including making connections, predicting, questioning, monitoring, visualising and summarising.

Writing & Representing:

Students will participate in guided, modelled and independent writing tasks based on a range of text types. Students will focus on the informative texts (reports and explanations).

Skills Focus

- plan, compose and review texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features.
- plan and organise ideas using heading, graphic organisers, questions and mind maps
- identify elements of their writing that need improvement and review using feedback from teacher and peers
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.

Speaking & Listening:

Students will participate in a range of class-based Speaking & Listening activities focusing on a range of topics. A take-home task will be presented in class in week 7. This term the students will choose an Iconic Australian and present a biography to their peers and teacher. Students may choose a sporting legend, Indigenous person, Artists, Scientist or someone who has made significant contributions to the country. More information is provided in the homework booklets.

Mathematics

Students will explore the following mathematical concepts through whole class, group and independent tasks throughout Term 3:

Whole Number

- record numbers of up to four digits using place value
- use place value to partition numbers of up to four digits

- partition numbers of up to four digits in non-standard forms

Two-Dimensional Space

- identify and describe two-dimensional shapes as either 'regular' or 'irregular'
- draw representations of regular and irregular two-dimensional shapes in different orientations
- construct regular and irregular two-dimensional shapes from a variety of materials
- compare the rigidity of two-dimensional frames of three sides with the rigidity of those of four or more sides
- identify lines of symmetry in pictures, artefacts, designs and the environment identify and draw lines of symmetry on given shapes, including the special quadrilaterals and other regular and irregular shapes


Addition and Subtraction

- use the equals sign to record equivalent number sentences involving addition and subtraction and so to mean 'is the same as', rather than to mean to perform an [operation](#)
- demonstrate how addition and subtraction are inverse operations
- explain and check solutions to problems, including by using the inverse operation
- apply known single-digit addition and subtraction facts to mental strategies for addition and subtraction of two-, three- and four-digit numbers, including: bridging the decades
- changing the order of addends to form [multiples](#) of 10

Three-Dimensional Space

- describe and compare curved surfaces and flat surfaces of cylinders, cones and spheres, and faces, edges and vertices of prisms (including cubes) and pyramids
- deconstruct everyday packages that are prisms (including cubes) to create nets

Multiplication and Division

- model and apply the [commutative](#) property of multiplication,
- use mental strategies to multiply a one-digit number by a [multiple](#) of 10 
 - repeated addition
 - using [place value](#) concepts

Area

- recognise the need for a formal unit larger than the square centimetre to measure area
- construct a square metre and use it to measure the areas of large rectangles (including squares)
- record areas in square metres using words and the abbreviation for square metres (m²)
- estimate the areas of rectangles (including squares) in square metres

Fractions and Decimals

- identify and describe 'mixed numerals' as having a [whole-number](#) part and a fractional part
- rename $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$, $\frac{5}{5}$ and $\frac{8}{8}$ as 1
- count by halves, thirds and quarters

Length

- recognise the need for a formal unit smaller than the centimetre to measure length
- recognise that there are 10 millimetres in one centimetre
- use the millimetre as a unit to measure lengths to the nearest millimetre, using a ruler
- record lengths using the abbreviation for millimetres (mm)
- estimate lengths to the nearest millimetre and check by measuring

Patterns and Algebra

- model, describe and then record number patterns using diagrams, words or symbols
- create and continue a variety of number patterns that increase or decrease, and describe them in more than one way

Chance

- predict and record all possible combinations in a chance situation
- predict the number of times each outcome should occur in a chance experiment involving a set number of trials, carry out the experiment, and compare the predicted and actual results

Fantastic resources to support students and families can be found in link here. [Everyday maths \(nsw.gov.au\)](https://www.everydaymaths.nsw.gov.au/)

Semester Two - Science and Technology

Heat, Light and Electricity:

In this unit, students will explore how energy makes things happen. They will describe the effects of heat energy and explore ways that heat can be transferred due to conduction. Students will investigate the behaviour of light, including light reflecting on a variety of surfaces and shadows resulting from interruption of light by an object. They will also explore common sources and uses of electrical energy and describe different ways electrical energy can be generated sustainably.

Geography

Places are Similar and Different – The Australian Continent and Its Neighbours

The Australian Continent: Students investigate Australia's major natural and human features. They explore the importance of "place" and the significance of "place" to Aboriginal and Torres Strait Islander Peoples. They investigated the uniqueness of the Australian continent and how the Australian continent is divided into spaces (states and territories).

Australia's Neighbours: Students investigate Australia's neighbouring countries and their diverse characteristics. They locate Australia's neighbouring countries on a map and examine the human and natural features of these countries. Students compare the features of these countries with their own country.

Creative Arts

CAPA is a multi-disciplinary Key Learning Area (KLA) consisting of 4 interdependent subject areas. This term students will focus on 'Visual Arts' and 'Music'.

In Visual Arts, students will experiment using a wide range of materials and art forms to create different art works. Students will use their imagination and the world around them to plan and create their own artworks.

In Music, students will explore traditional and contemporary Aboriginal and Torres Strait Islander music. Students will gain an understanding of the instruments commonly used in First Nations music. Students will explore the unique and diverse Aboriginal and Torres Strait Islander nations and how their music can differ across nations. Students will study two contemporary Aboriginal artists and reflect on their musical compositions. Students will identify sections that make up music compositions, for example, a verse and chorus. Students will participate in hands-on experiences with playing along to music using percussion instruments and body percussion. Students will have the opportunity to collaborate in a small group to create a short musical composition of their own.

Personal Development Health and Physical Education

PDHPE is a multi-disciplinary Key Learning Area (KLA) consisting of 2 interdependent subject areas this term:

Physical Education - Fundamental Movement Skills/Sport 'How can we create movement sequences and include fair play?'

In this program students will use a range of physical and communicative skills to play in a supportive, safe and cooperative environment. They will learn to demonstrate the qualities of working as part of a team through a variety of modified games and sports. Students will work collaboratively with their peers and learn to demonstrate good sportsmanship.

Students learn how to perform a range of Fundamental Motor skills. Fundamental motor skills, such as the strike, leap, and vertical jump to form the building blocks which underpin the learning of more complicated sport and

movement skills common to the community. Students participate in Physical Education by learning how to perform these movements then apply these skills in a range of modified games. Students learn to communicate effectively during team games, as well as develop a sense of fair play, sportsmanship and teamwork.

Personal Development and Health - How can I ensure my wellbeing as I grow and change? (Child Protection Unit)

Through this unit, students will identify and support the rights of themselves and others and use this knowledge to question any behaviours or actions that impact on their right to be safe. They will recognise the importance of trust in relationships and identify sources of support to manage the changes associated with puberty. Students will build health literacy through identifying people and sources of information to learn about change and to seek help and advice.

Students will build their understanding of emotional and behavioural warning signs associated with unsafe situations. They will consider the impact abuse and bullying can have on someone and explore positive ways to respond when abuse has occurred. Students will apply interpersonal and self-management skills to practise responses and strategies that promote personal health, safety and wellbeing.

This unit provides teaching and learning activities around child protection education.

Key Inquiry Questions:

Students will investigate the essential question: How can I support my right to be safe?

Happier Schools – Choice Theory

Students will engage in the 'Happier Schools Project' focusing on the development of their interpersonal skills including Accepting, Negotiating, Listening, Encouraging and Respecting.

Assessment

When planning and programming, teachers consider the four questions that comprise the teaching and learning cycle:

- Where are my students now?
- What do I want my students to learn?
- How will my students get there?
- How do I know when my students get there?

To achieve this, teachers use the five elements of effective assessment: setting learning intentions, success criteria, explicit descriptive feedback, peer and self-assessment and goal setting. Teachers will use a range of assessment tools, techniques and strategies to assess student understanding, skills and knowledge across all learning areas. Assessment strategies include Formative assessment, Summative assessment, PAT-Reading, PAT-Maths, Check-in Assessments, use of observational checklists, anecdotal records and analysis of work samples.

Homework

Homework will be sent home Mondays and returned to school on Fridays.
Homework will begin in Week 1.

Tasks include:

- *Spelling*
- *Reading Eggspress*
- *Homework Grid*
- *Mathletics*
- *Premier's Reading Challenge*
- *Studyadder*

Your child will have the opportunity to participate in a wide range of playground activities, extra-curricular programs and be involved in best practice teaching sessions as part of our aim to provide excellence in learning, teaching and leading at Glendore Public School.

Yours in Education,

Mrs Jodie Houston
Year 3 Assistant Principal (Rel)

Mr Chris Ashton
3A Classroom Teacher

Mr Pam Kristenthal
3K Classroom Teacher (Mon-Thurs)

Miss Sarah Borg
3N Classroom Teacher

Mr Luke Howe
3K Classroom Teacher (Fri)