



# Learning Update # 1

Year 3      Term 1      Teaching and Learning – here’s what’s happening in class

Dates & Events; Term 1		Learning – Term 1
<b>Diary – Term 1 – Year 3</b>		<b>Subject Topics – what we are teaching</b>
• <b>31<sup>st</sup> Jan:</b>	• Parent Information Evening – in classrooms	<ul style="list-style-type: none"> <li>• <b>English: Unit 1:</b> ‘Analysing and creating persuasive texts’</li> <li>• <b>Mathematics:</b> The focus this term in Maths is on <i>Time, Number and Place Value</i>, and <i>Measurement</i>.</li> <li>• <b>Science: Unit 1:</b> ‘Is it living?’</li> <li>• <b>HASS (History/Geography) Unit 1:</b> : ‘Our Unique Communities’ (new Australian Curriculum Unit trial)</li> <li>• <b>HPE (Health):</b> ‘Myself and Others’</li> <li>• <b>HPE (Physical Activity):</b> ‘Fitness Fun &amp; Cross Country’ (new Australian Curriculum Unit trial)</li> <li>• <b>The ARTS (Media):</b> ‘Persuade to Protect’</li> <li>• <b>The ARTS (Music):</b> ‘Let’s Celebrate, Let’s Remember’ (new AC unit trial)</li> </ul>
• <b>14<sup>th</sup> Feb:</b>	• Assembly – Investiture ceremony	
• <b>14<sup>th</sup> Feb</b> (after school) to <b>16<sup>th</sup> Feb:</b>	• Music Camp, Brookfield QCCC	
• <b>21<sup>st</sup> Feb:</b>	• School Photos	
• <b>9<sup>th</sup> Mar:</b>	• Chappy Disco (tbc)	
• <b>26<sup>th</sup> Mar:</b>	• Science Inursion (3R 9-11:30, 3E 12-2:30)	
• <b>27<sup>th</sup> Mar:</b> • <b>29<sup>th</sup> Mar:</b>	Science Inursion (3P 9-11:30, 3T 12-2:30) School Cross Country & Fun Run	

Keeping in Touch	Homework
<p><b>Be a part of the life of our school.</b></p> <p><b>Term One 2018</b></p> <ul style="list-style-type: none"> <li>• Our P&amp;C meetings</li> <li>• Tuckshop roster</li> <li>• Weekly Assemblies</li> </ul> <p><b>Teacher contacts:</b></p> <p>2/3E: <a href="mailto:jeccl3@eq.edu.au">jeccl3@eq.edu.au</a>            3R: <a href="mailto:rtibb1@eq.edu.au">rtibb1@eq.edu.au</a>            3P: <a href="mailto:jpfef6@eq.edu.au">jpfef6@eq.edu.au</a>            3T: <a href="mailto:mtoon4@eq.edu.au">mtoon4@eq.edu.au</a></p> <p><b>Key information sources</b></p> <ul style="list-style-type: none"> <li>• Our School Newsletter (<a href="#">sign up @ the BHSS website</a>)</li> <li>• Our School website <a href="http://www.baldhillss.eq.edu.au">www.baldhillss.eq.edu.au</a></li> <li>• The Q-Schools App</li> <li>• Twitter @BHSSPrimary</li> <li>• Ring to explain absences to our office (3261 1554)</li> <li>• Email our school’s front desk at <a href="mailto:admin@baldhillss.eq.edu.au">admin@baldhillss.eq.edu.au</a></li> </ul>	<p>This year homework consists of daily reading practice and a workbook with a variety of Maths and English tasks. The children should mostly be able to attempt the homework on their own and ask you to check it over at the end.</p> <p><u>Reading is the most important element</u> of homework and we ask you to support your child in completing their daily practice. <b>Homework is to come back to school for marking and book changing on Friday. It will be sent home again on the following Monday.</b></p>

Weekly Specialist Timetable				
	3P	3R	3T	2/3E
Physical Education	Monday	Monday	Tuesday	Tuesday
Music	Thursday	Monday	Monday	Tuesday
Library	Friday	Friday	Monday	Monday



<p><b>ENGLISH – ‘Analysing and creating persuasive texts’</b></p> <p><b>The Shack that Dad Built / Stolen Girl / The Peasant Prince;</b> Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts. Students will also explore a literary text that deals with an ethical situation. They make inferences about characters’ feelings and use comprehension strategies to answer questions about the text.</p>	<p><b>English – Assessment</b></p> <p>Assessment 1: <b>Reading/Viewing/Listening;</b> <i>Format: PM Benchmarks / PROBE2 standardised passage;</i> Students read a short passage aloud to the teacher and then answer comprehension questions about it.</p> <p>Assessment 2: <b>Persuasive Text;</b> <i>Format: Written;</i> Write a letter to persuade teachers that all children who live in a city should visit a farm when they are in primary school.</p> <p>Assessment 3: <b>Comprehension;</b> <i>Format: Spoken/signed;</i> Comprehend the story “The Peasant Prince” drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.</p>
<p><b>MATHEMATICS</b></p> <p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the proficiency strands – <i>Understanding, Fluency, Problem solving</i> and <i>Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Using units of measurement, Chance, and Data representation and interpretation.</i></p>	<p><b>Mathematics – Assessment</b></p> <p>Assessment 1: <b>Time concepts;</b> <i>Short answer questions;</i> Students complete short answer test on time concepts.</p> <p>Assessment 2: <b>Counting &amp; comparing numbers;</b> <i>Short answer questions;</i> Students recognise, represent, count and compare numbers.</p> <p>Assessment 3: <b>Addition &amp; subtraction problems;</b> <i>Short answer questions;</i> Students solve addition and subtraction problems.</p>

<p><b>SCIENCE – ‘Is It Living?’</b></p> <p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features.</p>	<p><b>Year Three Science – Assessment</b></p> <p>Assessment: <b>Investigating living things;</b> <i>Format: Short answer questions;</i> Students group living things based on observable features and distinguish them from non-living things.</p>
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<p><b>HASS (Humanities and Social Sciences) – ‘Our Unique Communities’</b></p> <p>Students Inquiry question: <i>How do people contribute to their unique communities?</i></p> <p>Students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time.</p>
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<p><b>HPE</b></p> <p><b>Health – ‘Personal Development; Myself and Others’</b></p> <p>In this unit students investigate the personal traits and social factors which influence the development of their own and other’s identities.</p> <p><b>Physical Activity – Personal Fitness &amp; Cross Country.’</b></p> <p>Students will examine the benefits of being healthy and physically active, and how they relate to endurance running, and skipping. Students will practice and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences.</p> <p>Students will examine the benefits of being healthy and physically active, and how they relate to endurance running.</p>
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<p><b>THE ARTS (Media) – ‘Persuade to Protect.’</b></p> <p>Students explore representations of people, setting, ideas and story structure in advertising and persuasive presentations, focusing on moving images.</p> <p><b>THE ARTS (Music) – ‘Let’s Celebrate, Let’s Remember’</b></p> <p>Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Students explore the elements of music and listen to, sing and play music building from Year 2. They sing simple melodic lines, learn and use hand sign for <i>doh</i> and engage with canons in listening activities.</p>
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