



Learning Update #2

Year 3 Term 2 Teaching and Learning – here's what's happening in class

Dates & Events; Term 2		Learning – Term 2
Diary – Term 2 – Year 3		Subject Topics – what we are teaching
• 19 th April:	• School Cross Country & Fun Run	• English: Unit 2: 'Examining and retelling stories from different perspectives'
• 20 th April	• Parent Teacher Interview bookings close	• Mathematics: The focus this term in Maths is on <i>Number and Place Value</i> and <i>Chance and Data</i> .
• 24 th April:	• School ANZAC Assembly	• Science: Unit 2: 'Spinning Earth'
• 25 th April	• ANZAC Day holiday	• HASS Unit 1: 'Our Unique Communities' (new Australian Curriculum Unit trial)
• 30 th Apr – 3 rd May	• Parent Teacher Interviews	• HPE (Health): 'Feeling Safe' (new AC unit trial)
• 2 nd May	• Turrbal Trail Assembly	• HPE (Physical Activity): 'Athletics Spectacle – Sports Day Preparation' (new AC unit trial)
• 15 th – 18 th May	• Yr 3 & 5 NAPLAN Testing	• The ARTS (Media): 'Persuade to Protect'
• 23 rd May	• Chappy Week assembly	• The ARTS (Music): 'Let's Celebrate, Let's Remember' and 'Musical Characters' (new AC unit trials)
• 29 th May	• ICAS Science assessment (register @ office) • String Soiree (BHSS Hall)	
• 1 st June	• 3T (and 4 x 3E) History Incursion 'Times they are a-changing'	
• 7 th June	• 3P (and 4 x 3E) History Incursion 'Times they are a-changing'	
• 8 th June	• 3R(and 4 x 3E) History Incursion 'Times they are a-changing'	
• 18 th June	• Athletics – Senior 800m run	
• 21 st June	• Yr 3 Planetarium Excursion	
• 22 nd June	• Talent Night Show – BHSS Hall	
• 26 th June	• Senior Sports Day	

Parent Teacher Interviews & Reporting – Term 2

Parent Teacher Interviews – Week 3 (30th April to 3rd May)

Bookings opened online during the Easter Break, with details on how to register, login and book a time with your child's teacher provided on a note that came home with each child. Late bookings can be made through contacting Mr. Taylor at mtayl70@eq.edu.au.

Interviews are 15 minutes long, and cover the general progress your child is making academically and in adjusting to school and classroom routines and expectations. Chat to your child's teacher about the goals your child has in reading.

Student Progress reports – (End of Term 2)

These reports provide you with information about how your child has achieved when their work in each subject area is assessed against the Australian Curriculum standards. A general comment and behaviour comment is also provided, as well as a summary of attendance.

Reports are emailed to parents on the last Thursday of the term, and an opportunity to talk about how best to help your child happens with Parent Teacher Interviews towards the end of Term 3.

NAPLAN 2018

NAPLAN is in Week 5 of this term. We hope that all students are excited about their first NAPLAN, and encourage them not to stress about it.

All they have to do is their best!

<https://www.nap.edu.au/information/key-dates/naplan-2018-timetable>



Keeping in Touch

Be a part of the life of our school.

Term Two 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies

Teacher contacts:

2/3E: jeccl3@eq.edu.au
3R: rtibb1@eq.edu.au
3P: jpfef6@eq.edu.au
3T: mtoon4@eq.edu.au

Key information sources

- Our School Newsletter ([sign up](#) @ the BHSS website)
- Our School website www.baldhillss.eq.edu.au
- The Q-Schools App
- Twitter @BHSSPrimary
- Ring to explain absences to our office (3261 1554)
- Email our school's front desk at admin@baldhillss.eq.edu.au

Homework

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. Reading is the most important element of homework and we ask you to support your child in completing their daily practice. **Homework is to come back to school for marking and book changing on Friday. It will be sent home again on the following Monday.**

ENGLISH – ‘Examining and retelling stories from different perspectives’

The Lorax; Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.

English – Assessment

Assessment 1: **Narrative Retell;** *Format: Written;* Students prepare a spoken retell of “The Lorax” from the perspective of another character in the text.

Assessment 2: **Retell Presentation;** *Format: Spoken;* Students present their spoken retell of *The Lorax* from the perspective of another character in the text.

Assessment 3: **Reading/Viewing/Listening;** *Format: PROBE2 / PAT-R standardised passage;* Students identified by teachers from classroom observation to have demonstrated significant learning steps are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.

MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands – *Understanding, Fluency, Problem solving and Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Using units of measurement, Chance, and Data representation and interpretation.*

Mathematics – Assessment

Assessment 1: **Conduct a chance experiment;** *Investigation;* Students collect and interpret data from a simple chance experiment.

SCIENCE – ‘Spinning Earth’

Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon.

Year Three Science – Assessment

Investigating the Sun, Earth and us; *Format: short answer questions;* Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.

HASS (Humanities and Social Sciences) – ‘Our Unique Communities’

Student’s inquiry question (Assessment): *How and why are Anzac Day commemorations significant for different groups?* 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.

HPE (Health) – ‘Feeling Safe’

Students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help.

HPE (Physical Activity) – ‘Athletic Spectacle – Sports Day Preparation’

Students learn and develop skills for a range of running and field events, working towards preparing for Sports Day. They learn and apply skills for athletic field and running events.

THE ARTS (Media) – ‘Persuade to Protect.’

Students explore representations of people, setting, ideas in advertising and persuasive presentations.

THE ARTS (Music) – ‘Let’s Celebrate, Let’s Remember’ and ‘Musical Characters’

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 make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. 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 doh and engage with canons in listening activities.

