Term: 1  Grade Level: 3  Teachers: Mrs Liz Higgins & Mrs Beth Toole

School Focus: Making Jesus Real Program and the 50th Anniversary

Religious Education

Church in the World; Church Service

Students will learn about:
- Using personal gifts to serve the community
- The Church as a community of believers
- The Holy Spirit as the ongoing loving presence of Jesus
- The story of the local parish

Students will learn to:
- Identify personal gifts
- Recognise the gifts of others
- Name characteristics of a believing community
- Discuss contributions of the parish to the local community
- Listen to parishioners describe their commitment to the life of the parish

Sacramental Prayer

Students will learn about:
- Baptism, Eucharist & Confirmation as the Sacraments of Initiation
- Celebrating Jesus’ presence in the Mass
- How the community remembers what Jesus did - offering sacrifice, giving thanks, sharing a meal and being called to service
- Jesus’ experience of prayer within the Jewish tradition

Students will learn to:
- Name the Sacraments of Initiation and their symbols
- Name the different ways Jesus is present in the Mass
- Participate appropriately in celebrations of the Eucharist
- Recite formal prayers associated with Eucharistic liturgy

Identify how and when Jesus prayed

English

Genre: Persuasive Writing

LANGUAGE:

LANGUAGE FOR INTERACTION
Examine how evaluative language can be varied to be more or less forceful

TEXT STRUCTURE AND ORGANISATION
Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences
Understand that paragraphs are a key organisational feature of written texts

EXPRESSION AND DEVELOPING IDEAS
Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, e.g. ‘tion’
Recognise high frequency sight words

LITERATURE:

RESPONDING TO LITERATURE
Draw connections between personal experiences and the worlds of texts, and share responses with others

LITERACY:

TEXT IN CONTEXT
Identify the point of view in a text and suggest alternative points of view

INTERACTING WITH OTHERS
Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

INTERPRETING, ANALYSING, EVALUATING
Identify the audience and purpose of persuasive texts
Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose
Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation

Mathematics

During this term students will:
- investigate number patterns with addition and subtraction
- investigate odd and even numbers
- apply place value to 5000
- recognise and explain the connection between addition and subtraction
- recall and use single-digit addition facts
- represent money and count change
- measure, order and compare length, mass and capacity
- tell time to the minute.
### Science and Technology

**Students will be learning about Physical Science in a unit called “Feathers Fur or Leaves”.**

**They will have the opportunity to learn:**

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things
- Science involves making predictions and describing patterns and relationships
- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge
- Suggest ways to plan and conduct investigations to find answers to questions
- Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate
- Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends
- Compare results with predictions, suggesting possible reasons for findings
- Reflect on the investigation, including whether a test was fair or not
- Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports

### History

**Historical Knowledge and Understanding**

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied)

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life

**Historical Skills**

- **Chronology, terms and concepts**
  - Sequence historical people and events
  - Use historical terms
- **Analysis and use of sources**
  - Locate relevant information from sources provided
- **Explanation and communication**
  - Use a range of communication forms (oral, graphic, written) and digital technologies

### The Arts

**Visual Arts**

- **is integrated across the following Programs; English, Religion and our Integrated unit.**
- Students create, present & appreciate artistic works

**Students have opportunities to understand and learn about:**

- visual arts, dance, drama, music and media
- the portrayal of subject matter in life-like and symbolic ways in the visual arts (e.g. people, other living things, objects, places, events)
- traditions and techniques associated with different artistic works in the visual arts (e.g. drawing, painting)

**Students will have opportunities to learn to:**

- explore different materials, techniques and processes to make 2D and 3D artistic works (e.g. explore proportion, perspective and composition)

**Drama**

- Students identify some of the skills, elements and techniques used in drama. They devise & perform drama, conveying meaning to peer audiences.
- the portrayal of subject matter e.g. people, places, events

### PDHPE

**PE**

- **FITNESS**
- **CROSS COUNTRY**

**Health**

- **RELATIONSHIPS - FRIENDSHIPS**

  - What is a friend?
  - How can we make new friends?
  - How do rules help us maintain healthy relationships in our classroom and then our friends?
  - Why we should respect the feelings of others?

### Homework

Homework is sent home at the beginning of each week. Please sign the bottom of your child’s work whether it is completed or not, so that we know you are aware of work covered and reminders that are often included at the end of the sheet. All homework is expected back at school on the Friday of each week. If your child does not complete their homework a brief note explaining why would be appreciated.
**Students understand & learn about:**
- the techniques associated with different dramatic works, particularly mime, role play, acting

**Students understand and learn to:**
- use body movements and some elements of dance
- apply some elements of media to communicate a message to a familiar audience (e.g. animation, poster, advertisement)
- explore some elements of drama in their own improvisations

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**Swimming Carnival**
- Tuesday 19 February, Dickson Pool

**Eucharist**
- Commitment Mass 24 February at 10am, Holy Rosary Church
- Eucharist Parent Information Night 28 February at 6:30pm, Parish Centre, Holy Rosary Church

**Holy Week Liturgies**
- Week 8 Thursday 28 March and Tuesday 2 April

**Excursions**
- Parents will be notified of any upcoming excursions

**Allergies**
- Please let us know of any allergies that could be of concern

**Reminders**
- If your child is away from school for any reason, a signed note is required upon their return. Thank you for assisting us in this area.
- **A reminder that school commences at 9:00am.** Students who are late need to be signed in at the front office.