## 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

## Mathematics

**During this term students will:**
- Investigate number patterns with addition and subtraction
- Investigate odd and even numbers
- Apply place value to 1000 and beyond
- Recognise and explain the connection between addition and subtraction
- Recall and use single-digit addition facts
- Recall multiplication facts of two, three, five and ten and related division facts
- Describe and categorise 2D shapes and 3D objects by their properties
- Recognise that angles are a measure of a turn
- Model and recognise unit fractions including ½, ¼, 1/3, and 1/5
- Solve and write simple word problems
- Collect, display and analyse data

## English

### Genre: Narrative and Exposition

#### LANGUAGE:
- Understand how different types of texts vary in use of language choices, depending on their function and purpose
- Identify the point of view in a text and suggest alternative points of view
- Examine how evaluative language can be varied to be more or less forceful
- Understand that paragraphs are a key organisational feature of written texts
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
- Understand how to use sound–letter relationships and knowledge of spelling rules and recognise high frequency sight words

#### LITERATURE:
- Draw connections between personal experiences and the worlds of texts, and share responses with others
- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons
- Novel study - The Magic Finger
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- 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

#### LITERACY:
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner.
- Identify the audience and purpose of informative texts
- Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies
- Plan, draft and publish informative texts demonstrating increasing control over text structures and language features
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Write using joined letters that are clearly formed and consistent in size

#### TEXT IN CONTEXT
- Identify the audience and purpose of persuasive texts
- 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
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
### 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/Geography

**Historical Knowledge and Understanding**

- The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area.
- 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 or daily life

**Geographical Knowledge and Understanding**

- The representation of Australia as states and territories, and Australia’s major natural and human features.
- The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia.
- The location of Australia’s neighbouring countries and their diverse characteristics.
- The main climate types of the world and the similarities and differences between the climates of different places.

This unit will continue in term 2

### PDHPE

**PE**
- Cooperative games
- Ball Sports
- Fitness
- Cross Country

**Personal development**

**RELATIONSHIPS – FRIENDSHIPS – PERSONAL IDENTITY**

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?

### 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

**Students understand & learn about:**

- the techniques associated with different dramatic works, particularly mime, role play, acting
<table>
<thead>
<tr>
<th>Sport Days</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Day</td>
<td>M</td>
<td>T</td>
<td>W</td>
<td>TH</td>
<td>F</td>
</tr>
<tr>
<td>Indonesian</td>
<td>M</td>
<td>T</td>
<td>W</td>
<td>TH</td>
<td>F</td>
</tr>
<tr>
<td>Music</td>
<td>M</td>
<td>T</td>
<td>W</td>
<td>TH</td>
<td>F</td>
</tr>
</tbody>
</table>

**Homework** – Will be given out on a Monday and needs to be brought to school on Friday. Each student needs to bring a packet of baby wipes and a box of tissues. Each student will need to provide a painting smock for Art lessons.

**Swimming Carnival**  
Monday 16 February, Dickson Pool

**Dates to remember**
- Welcoming BBQ and Parent information night – Tuesday 17 February
- Opening School Mass 10am – Friday 6 February
- Ash Wednesday Mass 10am – Wednesday 18 February
- Year 3 Prayer Celebration 10am ACU Chapel – Thursday 26 March
- Cross Country Carnival – Friday 27 March

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

**Allergies**
- Do not send nut products to school in your child’s lunch box.
- 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.

**Home Learning**
Students will be given a home learning booklet in week 3. Each week students are asked to complete a number of activities to consolidate learning from the classroom.

**Reading** – Students are expected to read for enjoyment for a recommended minimum of 15 minutes each day.

**Supplies**
Most stationery items are supplied by the school. Could you please send in a pencil case with some coloured pencil and crayons with your child (we have a limited supply that students can use in the classroom). Book will be sent home on Friday Week 1 with book covers. Could you please cover these in clear contact?

---

**Why Can’t I Skip My 20 Minutes of Reading Tonight?**

<table>
<thead>
<tr>
<th>Student “A” reads 20 minutes each day</th>
<th>Student “B” reads 5 minutes each day</th>
<th>Student “C” reads 1 minute each day</th>
</tr>
</thead>
<tbody>
<tr>
<td>3600 minutes in a school year</td>
<td>900 minutes in a school year</td>
<td>180 minutes in a school year</td>
</tr>
</tbody>
</table>

**1,800,000 words**  
**282,000 words**  
**8,000 words**

90th percentile 50th percentile 10th percentile

By the end of 6th grade Student “A” will have read the equivalent of 60 whole school days. Student “B” will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school…and in life?

[Nagy & Herman, 1987]