## YEAR THREE  
### Term 1, 2016

Class Teachers: 3 Yellow - Miss Emily Durrington  
3 Blue - Miss Brittany Carey

### Key Learning Area | Topics
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**Religious Education** | **Lent: Reaching Out** *(Weeks 1-4)*  
In this unit students will explore how Jesus touched others through his relationships, actions, feelings, healing, lifestyle and words.

**Easter Triduum: Journeying With Jesus** *(Weeks 5-6)*  
In this unit the students will recall that Jesus reached out and touched others and others reached out and touched Jesus during his last journey.

**Journey to Emmaus** *(Weeks 7-11)*  
In this unit students will study how the risen Jesus brings hope, peace and joy to disciples who are sad, confused and/or afraid, such as those in the Emmaus story. Students conclude by considering how they can bring the peace of the risen Christ to others.

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**English**

Students will participate in a 2-hour Literacy Block daily that incorporates:

**Reading and Viewing** - All students participate in Shared Reading with the teacher each day. Students work in small groups for Guided Reading and Reader's Circle sessions.

**Writing** - Students participate in modeled and independent writing each day. During modelled writing students learn about punctuation, grammar, spelling unknown words, letter formation and different styles of writing. In independent writing, they then apply what they have learnt to their own writing. The text types to be focused on are: imaginative, informative and persuasive.

**Speaking and Listening** - This is an important part of the English block. Students are encouraged to discuss vocabulary, purpose, audience and form of the book.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students will participate in a one-hour EMU (Extending Mathematical Understanding) based Numeracy block each day. This hour will involve a numeracy based warm up task, focusing on counting and/or quantity, a rich and open-ended task and a class reflection of learning. We will be developing numeracy strategies and skills in: Number and Algebra, Measurement and Geometry, Statistics and Probability.</td>
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</tbody>
</table>
| **Science and Technology/History**          | **Science and Technology - Heating Up (Weeks 1-5)**
This unit provides opportunities for students to investigate different heat sources and how heat moves from one object to another. Students will also investigate the difference in conductivity of materials.

**History - Living in Communities (Weeks 6-11)**
This unit provides opportunities for students to explore the diversity of different communities within Australia. It examines the characteristics of a community that contribute to its identity as well as the diversity of communities that contribute to an Australian identity. |
| **Personal Development and Health**         | **Bounce Back: Core Values**
In this unit students will learn about core values, cooperation and respect. Specifically they will learn how to be honest, fair and responsible and will recognise the importance of family support. |
| **Physical Education**                      | **Athletics**                                                                                                                                                                                                                                                                                                                                 |
| **Creative Arts**                           | **Visual Arts: Artist Study Henri Matisse**
Students will understand how artists think and what an audience may think about their work when they make art. They will use paint, pencils and paper to create a variety of artworks and interpret the meaning of artwork by taking into account relationships between the artwork, the world and the artist.

**Music: Strings Program**

**Drama Literacy:** Students explore literature and literacy concepts through dramatic play. |
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50am School Assembly</td>
<td>Change readers</td>
<td>Year 3 sport</td>
<td>Library/Drama</td>
<td>Students may wear sports uniform</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Literacy</td>
<td>today</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr. Tim Martin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Music</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mr. Jackson</td>
<td></td>
</tr>
</tbody>
</table>

**Please Note:**
- Absent Notes - please ensure a note is sent to explain absences from school. For legal purposes, the school must have something in writing.
- Concerns - if you have a concern about your child, please arrange a meeting time with the class teacher by contacting the school office.
- Reading Books - changed each Tuesday. Please help your child to return readers.
- Please help your child to return library books.

**MATHS GAMES**
These Maths games can be played at home with minimal equipment. Many games can be played with dice, playing cards and tape measures. Buttons can be used as counters.
These games help to develop student number skills.

*Happy playing!!*

**Three Minute Challenge**
Person A rolls the dice. Person B collects the counters. Continue for 3 minutes getting as many counters as you can in the time. Count your counters and arrange so they are easy to count.

**Calculator Counting**
Use the constant function on a calculator to generate sequences. Children use pegs to mark the numbers generated on a tape measure, or write the number sequence on a number roll and look for patterns.

**Blank Number line**
Take some number cards (about 10) and give one at a time to place on a ‘blank’ number line on the floor or table. Children will learn which numbers come before and after other number. Vary this by making 2 and 3 digit numbers.

**Headache**
Involves 3 players. You need a deck of cards with the picture cards and jokers removed. Player A and Player B take a card from the pack and hold it to their forehead without looking at their own card. Player C determines the total. Player A and B look at the total, and look at the card on their opponent’s forehead and work out the value of the card on their own head.

**Variations** - Take 2 cards or more to make 2 and 3 digit numbers.
**What Comes in 2s?**
What things do you know that come in 2s (or pairs)? Either write or draw what the children suggest. Pose problems like “Using these sticks, show me what 5 pairs of chopsticks would look like”

**What Comes in Groups?**
What things do you know that come in sets? ... in packets? ... in bunches? ... in groups? Pose problems like “Using the counters, show me how many wheels would be on 3 cars”.

**Tape Measure Games**

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Materials Needed</th>
<th>How To Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 in a Row</td>
<td>Tape Measure</td>
<td>1.Use the deck of cards already provided. Place them face down in a pile with the K,Q,J and Joker taken out. The A can be 1.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>2. Turn 2 cards over and put them together to make a number. Eg a 6 and a 3 could be 63 or 36.</td>
</tr>
<tr>
<td></td>
<td>Deck of cards</td>
<td>3. Place a peg on the tape measure on top of this number.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>4. The next player repeats.</td>
</tr>
<tr>
<td></td>
<td>Tape Measure</td>
<td>5. The person with 3 pegs in a row is the winner.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>1. Call out a number and place a peg on that number.</td>
</tr>
<tr>
<td>Take Away</td>
<td>Tape Measure</td>
<td>1. Turn over a card and take this number away from 10.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>2. Place a peg on the answer.</td>
</tr>
<tr>
<td></td>
<td>cards</td>
<td>3. Turn over a card and take this number away from 20.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Place a peg on the answer.</td>
</tr>
<tr>
<td>Total of 3</td>
<td>Tape Measure</td>
<td>1. Turn 3 cards over, add them up and place a peg on the answer.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>2. When confident, turn 4 cards over and add together</td>
</tr>
<tr>
<td></td>
<td>cards</td>
<td>1. Play with a partner.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>2. Say “I’m thinking of a number that is higher than .... and lower than .... What is my number?” Keep giving clues.</td>
</tr>
</tbody>
</table>

**Make the Largest Number**
Four cards are selected randomly from a set of 0-9 digit cards or playing cards. The aim is to be the person who makes the largest three-digit number.

**Number Target**
Select a numeral card from 5-10. Children suggest two numbers to add together to make this number. Increase target numbers to 10-15 and then 10-20. Children suggest 3 numbers to add together to make this number.

**Design a Chocolate Box**
I have 24 chocolates. I want to make a flat box for them. What might the box look like?

**Sharing Lollies**
At a party the lollies were shared. Each person got 3. How many people were at the party and how many lollies were there altogether?
Numberbusting

Counting by 10s, 5’s, 2’s from different starting points instead of zero.

Numbers that come **before and after** 3 digit numbers

**Array Games** Players roll two dice, one die shows the number of rows, the other the number in each row. On a 10 X 10 grid, they colour in the array shown by the dice. They can play on separate grids to count the number of squares coloured after, say 10 rolls. Alternately they can play on the same grid, colouring in the arrays, with the last person to “go” being the winner.

**English**

- **Reading**
  - Online texts:
    - [http://pbskids.org/games/reading/](http://pbskids.org/games/reading/)
    - [http://www.myonlinereading.com/](http://www.myonlinereading.com/)

- **Spelling**
  - Spelling City: [http://www.spellingcity.com](http://www.spellingcity.com)

- **Writing**
  - Writing ideas:
  - iPad app: “rED Writing”