

Year 3 - Term 3, 2017

Class teacher(s): Vicki Geraghty & Michelle Barnes

Key Learning Area	Topics																						
Religious Education	<p>Weeks 1-5 – Mary, a Woman of Faith Unit Focus: <i>In this unit students will explore gospel stories, which tell of Mary’s faithfulness. They will be encouraged to learn from the example of Mary and her response to God. They will have opportunities to honour Mary through liturgy and prayer.</i></p> <p>Week 6-10 – God’s Wondrous Creation Unit Focus: <i>In this unit the students will understand that by appreciating nature we come to know God and recognise the Divine presence in the wonder and work of creation. They will appreciate their responsibility to care for and to conserve our world.</i></p> <p>Homework opportunities We will be studying these passages from the Bible to teach students about Mary, the mother of Jesus and God’s creation Students could read them/ write about them/ represent them in a creative way.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">Mary, A Woman of Faith</th> <th style="text-align: center; width: 50%;">God’s Wondrous Creation</th> </tr> </thead> <tbody> <tr> <td><i>Isa 7:14 The Lord will give a sign</i></td> <td>Gen 12 Stories of creation</td> </tr> <tr> <td><i>Lk 1:26-38 The birth of Jesus foretold</i></td> <td>Gen 9:816 God’s covenant with the earth</td> </tr> <tr> <td><i>Lk 1:39-46 Mary visits Elizabeth</i></td> <td>Job 38 Appreciation of creation</td> </tr> <tr> <td><i>Lk 1:46-55 The Magnificat</i></td> <td>Ps 104 The glories of creation</td> </tr> <tr> <td><i>Lk 2:1-20 The birth of Jesus</i></td> <td>Isa 45:714 "It is I who made the earth."</td> </tr> <tr> <td><i>Lk 2:22-27 Jesus presented in the Temple</i></td> <td>Jer 31:3134 The new covenant</td> </tr> <tr> <td><i>Lk 2:33-35 Mary to share in Jesus’ sufferings</i></td> <td>Sir 43:1112 The rainbow</td> </tr> <tr> <td><i>Jn 2:1-11 Wedding at Cana</i></td> <td>Mt 10:29-31 Being of value</td> </tr> <tr> <td><i>Jn 19:25-27 The crucifixion of Jesus</i></td> <td>Lk 13:1819 Parable of the mustard seed</td> </tr> <tr> <td><i>Acts 1:12-14 Mary and the disciples</i></td> <td></td> </tr> </tbody> </table>	Mary, A Woman of Faith	God’s Wondrous Creation	<i>Isa 7:14 The Lord will give a sign</i>	Gen 12 Stories of creation	<i>Lk 1:26-38 The birth of Jesus foretold</i>	Gen 9:816 God’s covenant with the earth	<i>Lk 1:39-46 Mary visits Elizabeth</i>	Job 38 Appreciation of creation	<i>Lk 1:46-55 The Magnificat</i>	Ps 104 The glories of creation	<i>Lk 2:1-20 The birth of Jesus</i>	Isa 45:714 "It is I who made the earth."	<i>Lk 2:22-27 Jesus presented in the Temple</i>	Jer 31:3134 The new covenant	<i>Lk 2:33-35 Mary to share in Jesus’ sufferings</i>	Sir 43:1112 The rainbow	<i>Jn 2:1-11 Wedding at Cana</i>	Mt 10:29-31 Being of value	<i>Jn 19:25-27 The crucifixion of Jesus</i>	Lk 13:1819 Parable of the mustard seed	<i>Acts 1:12-14 Mary and the disciples</i>	
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English	<p>Students will participate in</p> <p>Reading – All students participate in Shared reading a big book/1 book with the teacher each day. Students are in small groups for reading and participate in a guided reading/Reader’s Circle session 2-3 times per week.</p> <p>Writing and Representing– Students participate in Modelled 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.</p> <p>Speaking and Listening- This is an important part of the English block. Students are encouraged to discuss vocabulary and the purpose, audience and form of the book.</p> <p>Some websites to explore for homework http://www.sunshineonline.com.au/ Sunshine Online Username Kingswood Password – Joeys http://www.studyladder.com.au/</p>																						
Mathematics	<p>The strands of Working Mathematically, Measurement, Number, Patterns and Algebra and Data, Addition Subtraction and Multiplication/Division will be covered over the term. During the Maths block students will be involved in a warm up game, which usually focuses on number. Secondly students are engaged in a rich task where they use their problem solving skills. Finally there is a reflection where the teacher and students are engaged in reflecting on the learning. This is the main teaching time.</p> <p>Some websites to explore for homework http://www.studyladder.com.au/ See below for Mathematics games</p>																						

History	<p>Places: Then, Now and Tomorrow</p> <p>Unit Focus This topic provides a study of identity and diversity in both a local and a broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p> <p>Homework opportunities</p> <p>Students can research Local historical societies for information about community history. If they have a museum in their local area, they can visit it.</p> <p>They can gather data from the local Websites such as: Local Government and Shires Association of NSW (http://www.lgsa.org.au/index.html), Councils on the Web (http://www.algin.net.au/cnlist.htm), The NSW Heritage Office (http://www.heritage.nsw.gov.au). They can read texts such as <i>My Place</i> (Wheatley & Rawlins, 1987).</p>
Science and Technology	<p>Package It Better</p> <p>Unit Focus This is an extensive teaching unit and provides students with the opportunity to develop an understanding of the design of packages and the choice of appropriate materials to use. Students design and test a package that will safely deliver a fragile gift. Through investigations, students observe and gather information about what makes a successful package.</p> <p>Homework opportunities</p> <p>Explore the range of science and technology careers and how people from a range of careers frequently collaborate to produce innovative solutions, such as materials scientists, engineers, product designers and graphic designers. Conduct internet research of materials and materials science (www.strangematterexhibit.com). Research the packaging industry, the processes to make packaging materials and the environmental impact of the uses of packages. Design symbols and labels for packages.</p>
PDH	<p>Happy, Healthy & Safe</p> <p>This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a co-operative, caring society. Sound Christian decision-making is based on a well-formed conscience, which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.</p>
Physical Education	<p>Sport will be on Friday. The students will be learning Basketball and Soccer skills. They will also play various mini games.</p> <p>Homework opportunities Practise running, leaping, dodging, throwing, shooting and catching. Basketball and Soccer skills.</p>
Creative Arts	<p>Music with Mr Chris K and Drama Literacy with Mr Tim and Year 4 teachers</p> <p>This is an ongoing activity, which reaches across the curriculum. The children will be involved in many activities and experiences in this area. Mr Chris K will be teaching Year 4 music on Friday. Students are involved in singing and instrumental activities. Mr Tim Martin along with Year 3 teachers will be conducting the Drama Literacy program with Year 3 on Tuesday. They will use drama activities to develop understandings about a picture book and link this back to writing in the classroom.</p>

Year 3 Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
	Drama Literacy	Library borrowing		Sport Music Assembly fortnightly 2.15pm

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 Homework to start in Week 1.
- Reading Books- changed each Wednesday during Library borrowing time. Please help your child to return readers.
- Please help your child to return library books.

MATHS Games FOR homework-

These Maths Games can be played at home with a minimal amount of 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!!

Blank Number line

Take some digits 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 2,3,4,5 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.

Card Add Up

- 1.The Ace =1
- 2.Shuffle the cards and put them face down.
- 3.Turn 1 card over, and move it to the side
- 4.Turn another card over; add it to the first one.

*The idea is **not** to use your fingers but the strategies:

Doubles: 3+3, 5+5 etc

Doubles +1: 3+4 is 3+3+1

Adding 10: 16+10 (the tens column change, not the ones column)

Adding 9: 16+10 = 26 then -1=25

Halving the number to be added: 37+6 (half 6, so 37+3+40, then add the other 3 = 43)

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."

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 3,4 or 5 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.