

Term Overview | Term 2 | 2018

Year Three

Dear Parents/Caregivers,

Assalamu 'alaikum Wa Rahmatullahi Wa Barakatuh

Welcome

The Year Three team is delighted to welcome you to the second term of the 2018 academic year.

Comprehensive and evidence-based learning programs have been planned with the aim of providing your child with engaging and educational learning experiences.

Please take a few minutes to read the term overview so that you are familiar with general expectations and the learning your child will be involved in throughout the term.

Introduction

The Year Three team is as follows:



Ms Sahar Charani
3T Class Teacher
Coordinator



Ms Zamzam Maarbani
3A Class Teacher



Mr Chadi Abbas
3J Class Teacher

Attendance and Punctuality

Students are required to be at school each day it is open. If your child is **absent**, a letter needs to be provided to the teacher explaining the reason for the absence. Should you need to take **leave**, a leave form should be completed and handed in to the office, providing at least one term's notice. Punctuality is a policy requirement. Students are encouraged to be at school by 8:20am so that they can participate in the morning assembly. In the event that a **late arrival** cannot be avoided, please ensure you sign your child in at the office and obtain a late note, which must be handed to the class teacher.



Student Behaviour Management System

Reward System



**Commendation
Cards**



Merit Certificate

5 Commendation Cards = 1 Merit
Certificate



Bronze Award

4 Merit Certificates = 1 Bronze
Award



Silver Award

3 Bronze Awards = 1 Silver Award



Gold Award

2 Silver Awards = 1 Gold Award



Unity Trophy

2 Gold Awards = 1 Unity Trophy

Uniform

It is a College expectation that all students are dressed in the correct and complete school uniform. Uniforms should be clean, pressed and without tears or rips. Girls tunics should be at or near ankle length and jewellery should not be worn. Boys ties must be worn as well as grey socks and shirts should be tucked in neatly. Summer uniform means girls wear white socks. Hats are a daily requirement as the 'No Hat, No Play' rule will be strictly enforced. We encourage you to **label** all uniform items.

Communication

Communication is essential and therefore, if you need to contact your child’s teacher at any time throughout the year, please use the following avenues:

- you may leave a message via the **administration office**
- you may leave a message in your child’s **diary**
- you may send a message to the teacher via the **Class Dojo** app

Teachers will endeavour to respond to your message as soon as possible. Please **allow 24 – 48 hours** for a response. Details on how to connect to Class Dojo and use the app will be sent home with your child very soon.

Stationery and Resources

Please ensure your child comes to school equipped with the necessary **stationery** and **equipment**. Should your child run out of or lose a stationery item, please assist us by replacing it in a timely manner. In this way, your child is adequately prepared for learning. We encourage you to **label** all items.

It would be greatly appreciated if a box of **tissues** and a packet of **wipes** are sent to school each term.

Homework | Diaries

The cooperative roles of teachers and parents is crucial in assisting students to progress and succeed. Ensuring your child completes homework tasks would be very much appreciated. Homework is issued every Monday. Students are asked to complete the daily assigned tasks and return it to school the following day for checking and/or marking. Tasks are designed to revise and consolidate concepts taught at school.

Homework includes the completion of **Mathletics** and **Reading Eggs** activities. These are aligned with your child’s needs and ability.

Once students have completed their daily reading, they are required to write a comment about the book in their diary. Diary entries are a **key component** of homework and, as such, must be presented with homework booklets. School diaries are checked daily.

Library and Sport

The school library is a vibrant learning environment your child’s class will visit each week. Children will borrow home readers appropriate to their reading levels as well PRC books. Your child will need to bring a library bag on the scheduled library day.

	3 TURQUOISE	3 AMBER	3 JADE
Library Day	Monday	Thursday	Friday

To maximise student physical activity, sport is delivered by the trained and experienced PDHPE faculty. **Year Three’s sports day is on Tuesday.**

Nutrition: Fruit Break, Healthy Lunch Options, Nut Free School

Fruit Break

There is a scheduled daily 5 minute fruit break during the morning session. Please ensure your child brings a healthy snack such as a piece of fruit or vegetables, yogurt, or cheese stick. Students are not permitted to eat unhealthy snacks during this time.

Nut-Free School

Unity Grammar is a **nut free school** as we have students with very serious nut allergies. We need to work together to promote student safety. Kindly refrain from sending any food items containing nuts, including Nutella or peanut butter sandwiches.

Healthy Lunch

A healthy packed lunchbox is encouraged by following NSW Health recommendations.

What's in your child's lunchbox?

Fill it with the **5**

- 1** fruit
- 2** vegetables
- 3** dairy
- 4** wholegrains
- 5** lean meat & alternatives

Make water your drink

Pack ice bricks to keep food cool

Use a thermos to keep food warm

For further information visit: www.eatforhealth.gov.au

NSW Health
South Eastern Sydney
Local Health District

September 2014

Curriculum Overview

KLA	Overview							
English	<i>Reading and Viewing/ Speaking and Listening</i>	The <i>Reading and Viewing</i> unit examines the way in which celebrations and commemorations, both locally and in other places around the world are represented in texts. Students will make connections between the celebrations depicted in stories and their own life and explore the way in which information is presented in informative texts. Students will also examine the literary value associated with a variety of texts about celebrations and they will explore the degree of authority depicted in the texts. They will be given opportunities to explore and analyse simple spoken, visual or print texts about aspects of other people's experiences and compare them to their own. The unit will also integrate Speaking & Listening to allow students to practice debating skills in the classroom. Students will be provided with opportunities to develop public speaking skills, critical thinking skills and teamwork skills. Furthermore, the unit comprises a focus on different reading or comprehension skills which help them develop their understanding of texts all around them.						
	<i>Writing and Representing</i>	In Term 2, students will continue to develop their writing skills when working with persuasive texts and poetry. Students will be given opportunities to read, deconstruct, reconstruct and independently write persuasive texts and poetry. Students will explicitly examine text structure, purpose and language features utilised the different genres.						
	<i>Spelling</i>	The <i>Spelling</i> unit will equip students with a number of necessary skills needed to help children spell. The unit will expose children to spelling rules, exceptions and spelling strategies that will help them spell familiar and unfamiliar words. The unit has been designed to provide the teacher with many relevant and thorough opportunities to increase students' understanding of spelling over the course of the week.						
	<i>Grammar, Vocabulary and Punctuation</i>	Throughout this unit, students will be exposed to various grammatical concepts that enable them to further develop their grammatical skills. This unit shows the students how grammatical structures and features in texts to achieve meaning from the contextual level of the whole text down to sentence and clause level and to the level of word groups. Commonly used punctuation conventions will also be introduced and/or revised through this unit.						
Mathematics	<i>Number & Algebra</i>	Year 3 students will be covering the following topics in term 2: <table border="1" data-bbox="711 1738 1331 1861"> <tbody> <tr> <td>Week 1</td> <td>Volume and Capacity</td> </tr> <tr> <td>Week 2</td> <td>Data</td> </tr> <tr> <td>Week 3</td> <td>Addition & Subtraction</td> </tr> </tbody> </table>	Week 1	Volume and Capacity	Week 2	Data	Week 3	Addition & Subtraction
Week 1	Volume and Capacity							
Week 2	Data							
Week 3	Addition & Subtraction							

	<p><i>Measurement & Geometry</i></p>		<p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 8</p> <p>Week 9</p> <p>Week 10</p>	<p>3D Space</p> <p>Length</p> <p>Multiplication & Division</p> <p>Exams</p> <p>Multiplication & Division</p> <p>Addition & Subtraction</p> <p>Mass</p>	
	<p><i>Statistics & Probability</i></p>				
History		<p>History - Celebrations and Commemorations</p> <p>Celebrations and Commemorations is a unit of work which aims to provide students with opportunities to examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p>			
Science and Technology	<p><i>Learning Content</i></p>	<p>Science - Heating Up!</p> <p>Heat is important to us in many ways in our everyday lives. We use heat in practical ways, such as drying our hair, cooking our dinner and warming our water. We enjoy the feel of the Sun’s warmth on our skin on a spring day or the satisfying warmth of holding a cup of hot chocolate on a cold winter’s night. But we also know about the dangers of heat and react instinctively when we touch a hot stove or walk barefooted on hot sand. However, heat also preoccupies us. We worry about things being too hot or too cold—the daily temperature, our coffee, our food, the water in the shower, how we sleep. The Heating up unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to investigate different heat sources and how heat moves from one object to another. Through hands-on activities, students investigate the difference in conductivity of materials.</p>			
	<p><i>Learning Processes</i></p>				
CAPA	<p><i>Visual Arts</i></p> <p><i>Music</i></p> <p><i>Drama</i></p>	<p>Aboriginal Art</p> <p>In this unit, students will experiment with musical concepts as they learn to sing along the Aboriginal song “Taba Naba”. They will sing, play and move to music that has a regular beat and recognise patterns of sounds and silences. Students will explore relative highness and lowness of sound as they learn about pitch. Students will also gain a better understanding into Aboriginal culture and Australian settlement through a creative perspective. Students will look into Aboriginal life and traditions prior to the exposure of British customs whilst investigating and discovering the wonders and beauty of the ocean and its creatures. Students will be learning and understanding different forms of making art, using of a mix of mediums to aid.</p>			

PDHPE	<i>PDH</i>	Safety on the Road and on Wheels Safety on the Road and on Wheels is a unit of work that aims to provide students with the opportunity to view, describe and analyse the road environment with the aim of keeping themselves and others safe both as pedestrians and passengers while utilising any form of transport.
	<i>PE</i>	PE Fundamental Movement Skills: Pass, dribble, shooting Unit: Basketball

Thank you for your cooperation. We look forward to a successful year working with you and your child!

Sincerely,

Ms Chaarani, Ms Maarbani and Mr Abbas
Year Three Teachers