

**Always our Best**



## YEAR 3 News | Term 1 2021

### CURRICULUM FOCUS

	<b>Content</b>	<b>Assessment</b>
<b>ENGLISH</b>	Students will read, analyse and create narrative texts. Students will develop reading comprehension skills according to individual goals. Our focus is on reading and its relationship to quality writing.	Students will compose an original narrative text based on a picture stimulus.
<b>MATHS</b>	Students will explore numbers to three digits and operations, including addition and subtraction strategies and the introduction of multiplication. Students will develop their understanding of measurement of length and chance and data.	Students will be assessed through monitoring, student conferencing and a collection of work samples.
<b>HASS</b>	Students will develop an understanding of the significance of celebrations and commemorations.	Students present information on a historically significant celebration or commemoration.
<b>SCIENCE</b>	Students will investigate different heat sources and classify them according to how they produce heat (for example burning, friction and electricity). They explore how heat transfers from one object to another. Students will practise their scientific drawing skills and create annotated diagrams showing their knowledge of heat. Students develop their science investigation skills to conduct fair tests and gather evidence to support their claims.	Students will plan and conduct an investigation to compare the heat conductivity of different materials. They will also complete a knowledge and understanding written assessment.
<b>MUSIC</b>	Students are introduced to the treble clef and use their knowledge of line and space notes to read and write music on the music staff.	Students complete a written and performance task.
<b>HEALTH AND PHYSICAL EDUCATION</b>	Students will identify influences that strength identity. They will explore their own strengths and achievements, and those of others, identifying how these contribute to personal identities. Students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individually based activities. Students will apply these skills in simple games and group challenges by refining movement concepts and strategies. They will also explore the benefits of physical activity to health and wellbeing.	Students will participate in a variety of scenarios to investigate how different influences can strengthen identity. Students refine the fundamental movement skills of running, jumping and throwing, and apply movement concepts and strategies in games, and to solve challenges. They understand the benefits of being physically active.

At Gumdale State School, we are:



**Great Learners**

# FOCUS | TERM 1

Department of Education

## Supporting your child's reading in Year 3

Learning to read is a significant milestone in any child's life, and one that will bring many benefits over an entire lifetime. You play an important role in modelling reading behaviours and supporting your child's reading efforts. You make a difference to how your child will discover the world of literacy and how they view themselves as a reader.

**What can you do to help your child become a reader?**

**What can you do to help support your child's reading skills?**



### In Year 3 your child will:

#### Vocabulary knowledge

- ✓ use different words that mean the same thing (synonyms)
- ✓ use new words and terms to describe digital technology

#### Comprehension

- ✓ make comparisons to show their understanding
- ✓ retell, infer and discuss the features in the books they are reading

#### Reading texts

- ✓ read for 15-20 minutes at a time
- ✓ skim and scan to find important information in longer sections of reading material
- ✓ conduct investigations
- ✓ read simple chapter books and real life stories

### Ways you can help your child's reading in Year 3

**Get them to read another one** Introduce your child to a series or to a second book by a favourite author....you could ask your librarian for suggestions!

**Different strokes for different folks** Read a variety of books to your child and encourage them to choose a variety. Does your child prefer fiction or non-fiction books?

**First drafts are rough** Writing supports reading and reading supports writing. Remember that drafts are not perfect and remind your child that writing involves several steps.

**Synonym banks** Create written synonym lists with your child for everyday words such as good, bad, big. Use the words in the lists as much as possible in your daily life.

**Record your reading** Use a device to record your child's reading, have them listen back to it and reflect on their fluency, expression, pace and accuracy. Have your child incorporate their own feedback and record again.

**Spot the patterns** Draw attention to any rhyming words (even if they are spelt differently), together make oral lists of as many rhyming words you can, write them, talk about the different patterns, for example, pear, bear, there, their.

**Encourage and praise** Reading should be enjoyable for you and your child. Always encourage their attempts and praise their efforts.

**Talk to your child's teacher about how you can support your child's reading.**



## YEAR 3 | TEACHERS

**3C | Claire Devine &**

**Cheryl Harvey**

[cdevi5@eq.edu.au](mailto:cdevi5@eq.edu.au)

[charv132@eq.edu.au](mailto:charv132@eq.edu.au)

**3D | Cita Davis**

[cdavi245@eq.edu.au](mailto:cdavi245@eq.edu.au)

**3F | Sonya Fox**

[sfox49@eq.edu.au](mailto:sfox49@eq.edu.au)

**3J | Jason Smith**

[jsmit36@eq.ed.au](mailto:jsmit36@eq.ed.au)

**3M | Sally Monteath**

[smont34@eq.edu.au](mailto:smont34@eq.edu.au)

**3S | Beata Sade**

[bsade1@eq.edu.au](mailto:bsade1@eq.edu.au)

**3W | Ann Walkley**

[awalk10@eq.edu.au](mailto:awalk10@eq.edu.au)

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