# YEAR 3 News | Term 2 2025

**Always our Best**

## CURRICULUM FOCUS

|  | Content | Assessment |
|---|---|---|
| **ENGLISH** | Students will read, view and engage with the text "Fantastic Mr Fox". They will share their opinions and preferences and will listen to the thoughts and opinions of their peers. | Students will create a voice mail to demonstrate appreciation of the book using a digital platform. They will complete a reading comprehension task to demonstrate fluency and reading strategies. |
| **MATHS** | Students will focus on using 2- and 3-digit numbers in calculations for problem solving and find unknown values in number sentences. They will also represent money values, make financial and other calculations including through mathematical modelling challenges. | Students will be assessed through monitoring, student conferencing and a collection of work samples. |
| **SCIENCE** | Students will investigate and sort living and non-living things based on observable features. They will identify questions that can be investigated scientifically, make predictions and participate in investigations to answer these questions. | Students will perform a guided investigation identifying living and non-living things in the local environment. |
| **HASS** | Students will explore celebrations and commemorations and consider why some events are significant to their communities. They will pose inquiry questions to gather information from various sources, and then collate this data to present ideas to their class. | Students will use their inquiry and investigative skills to interview a peer using independently posed inquiry questions. |
| **THE ARTS** | Students will explore a range of community songs to sing and play on the ukulele and piano. They will consider chords, correct positioning, tuning, fingering and strumming. | Students perform or share their ukulele or piano piece to their peers or teacher. During responding, students will journalise and explain history and significance of the studied songs in class. |
| **TECHNOLOGIES** | Students will continue to build fluency and understanding of a range of digital systems. They will practice inputting programming instructions using a familiar app. Students will explore food origins and production processes. | Students will plan, code and test simple instructions in algorithmic form using a familiar app. They will demonstrate appropriate and safe conduct in a guided online situation. |
| **HEALTH AND PHYSICAL EDUCATION** | Students will investigate influences that strengthen identity. They explore their own strengths and achievements, and those of others, explaining how these contribute to personal identity. Students will participate in a range of athletics skills specific to track and field events. | Students will participate in a variety of scenarios to investigate how different influences can strengthen identity. They will be assessed on their physical skills specific to track and field events. |

TERM 1 – GREAT LEARNERS
TERM 2 – RESPECTFUL
TERM 3 – ORGANISED
TERM 4 – WORKING TOGETHER SAFELY

At Gumdale State School, we are:

**R** Respectful

# HOME FOCUS | TERM 2

# Supporting your child's and writing in Year 3: Literary Texts

**Suggested reading and writing activities for literacy texts such as picture books, simple chapter books, rhyming verse, poetry, film and dramatic performances.**

### Visualisation.
What would you do, think or say if you could travel into the book you are reading? Record your thoughts.

### Create a set of instructions
for a character to follow from a book you are reading.

Remember to use a verb at the beginning of each sentence.

### Transform a section of a book
you are reading into a movie script and act it out using props and costumes from things you find at home.

### Develop a list of likes and dislikes
about events or characters in the book you are reading. Give reasons for your choices.

### Create a Character profile.
List what they look like, how they feel and what words you would use to describe them.

### Play a game.
Have a family member put the name of a character on your head where you can't see it. Ask questions until you work out who the character is.

### Use mime to describe and
event, character or setting in a story. Have a family member or friend guess what you are miming.

### Create an audio book of
your favourite story. You could use a program like Audacity.

### Dress up and take on the role of a character in a story.
Think of the possibilities. What would you do, say or think?

**Helpful Websites:**

**Raising Children network:**

Advice and ideas on a broad range of topics of interest to parents.

raisingchildren.net.au
the australian parenting website

http://raisingchildren.net.au/school_age/school_age.html

**Learning Potential Website:**

Ideas to support your child's learning from birth to Year 12.

learning potential

https://www.learningpotential.gov.au/

Queensland Government

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## YEAR 3|TEACHERS

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