Dear Parents and Carers,

Welcome back to Term 4! We hope that the holiday period was relaxing for all families and that everyone is ready for another busy and productive term.

Below is some information about the focus of our learning this term in Year 3.

**Religion**

This term we will continue daily Christian Meditation.

**RE: 3.1 Created by God: A Gift to Share**

In this unit students will learn that they are created in the image and likeness of God and loved by God. The students will come to appreciate that they have been created by God to be free and creative and to engage with all of creation. The unit introduces the second story of creation in the Book of Genesis, which speaks of the creative free act of God, an outpouring of divine love and goodness, in which we are called to share.

The students will be encouraged to explore their own giftedness and identify how they can use their gifts for the good of all. They will explore God’s love, revealed in them, in others and in all creation. The students will also look at ways they can give glory and praise to God for the wonderful gifts they have been given.

**RE: 3.8 ADVENT To CHRISTMAS: A Time for Responding**

This unit develops the concept of Jesus as gift and the fulfilment of God’s promise. It challenges us to respond in faith and love to this wonderful gift. Mary represents the perfect human response to God’s love. Though surprised by and questioning of God’s call, Mary freely responds in faith and trust to God’s invitation and in so doing prepares the way for the gift of Jesus.

God invites each of us to respond to the gift of Jesus and to cooperate with God’s activity in our lives. Mary and the shepherds lead us to understand what it means to respond to the gift of Jesus. We remember the coming of Jesus as a baby and we open our lives to respond to the presence of Jesus in our lives today.
**Geography**
**Unit: Places Similar and Different**
Students examine natural and human features of Australia and the diverse characteristics of Australia’s neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people’s perceptions of places are the basis for actions to protect places and environments.

**Science and Technology**
**Unit – Beneath Our Feet:**
Students will explore how we live in a world that is constantly changing. Even things that we might consider immovable, such as mountains or rock formations are gradually changing, sometimes with processes that are visible in our lifetimes. The modifications might affect us either through catastrophic events such as landslides or through gradual processes that change the quality and composition of soils we rely upon for sustenance.

**Mathematics**
Our Mathematics strands are as follows:
- **Week 1 - Whole Number**
  Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- **Week 2 - Addition and Subtraction**
  Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents
- **Week 3 - Multiplication and Division**
  Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies
- **Week 4 - Fractions and Decimals**
  Count by quarters, halves and thirds, including with mixed numerals; locate and represent these fractions on a number line
- **Week 5 - Two-Dimensional Space**
  Compare and describe features of two-dimensional shapes, including the special quadrilaterals
- **Week 6 - Two-Dimensional Space**
  Identify symmetry in the environment
- **Week 7 - Three-Dimensional Space**
  Make models of three-dimensional objects and describe key features
- **Week 8 - Three-Dimensional Space**
  Make models of three-dimensional objects and describe key features
- **Week 9 - Data**
  Interpret and compare data displays
- **Week 10 - Chance**
  Conduct chance experiments, identify and describe possible outcomes, and recognise variation in results.
English
This 10 week unit interconnects the modes and skills of English; speaking and listening, reading and viewing, writing and representing, grammar, punctuation and vocabulary, spelling, responding and composing, handwriting and using digital technologies, thinking imaginatively and creatively, expressing themselves and reflecting on learning. We are implementing a new spelling program to meet the needs of the students and will make changes as we reflect on the progress of the students.
During this unit we will be making connections with our writing tasks and our HSIE unit and address some of the areas of concern from the NAPLAN data - grammar and spelling
- Imaginative Texts
- Informative Texts
- Persuasive Texts
  * STARS B - C
  * Spell Oxford - 200
  * Sound Waves Spelling – y/u; oo/ue/u_e/u; z/zz/se; ou/ow; ch/tch’
  sh/ch/ti/ci; oy/oi; eer/ear; th; air/are; er/ar/or/a/e/i/o/u
  * Grammar – related to text writing
  * Oxford Handwriting
  * Discussion
  Questioning for understanding
  Oral presentation

PDHPE
Physical Education-
Swimming program

Health
Unit – SAFE T-
Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and ‘fast food’. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

Visual arts-
Students will experiment with texture in their artworks. They will create colourful pictures, paintings and other kinds of artworks inspired by creatures that live in our
environment. Students will look at artworks by Sally Morgan and create landscapes that incorporate her particular style. Students will study how and why artists make artworks for different reasons and that various interpretations are possible. There will be opportunities to make connections between subject matter in artworks and what they refer to, and to appreciate the use of particular techniques. They will also spend time creating artworks and craft about Christmas.

Please do not hesitate to contact us should you have any questions or concerns about any aspect of your child’s schooling this term.

Kind regards
Marg Fitz-Bugden, Amy Rodda, & Michael Piccoli