1st February 2017

Dear Parents and Carers,

At our school, the past practice has been to have an Information Evening early in Term 1 where teachers provide information to the whole class/grade of parents. This year we are changing that practice. In lieu of the Information Evening, the following are being implemented:

(1) Accompanying this letter is an “About My Child” form. We ask you to complete this form, detailing your hopes and expectations for your child as well as their positive characteristics, special abilities, areas of need etc. In this way we hope to come to better understand your child.

(2) Also accompanying this letter is the Term 1 Overview for your child’s year. The Overview helps you understand what your child is learning in class. Much of what is in the Overview is what was previously shared at the Information Evening.

(3) We also invite you to make a time for a 1-1 meeting with your child’s teacher. This is not compulsory but an invitation if you wish to meet the teacher and share any other information that you believe is important for us to know. There may be some information you would like the teacher to know that may be difficult to explain on the “About My Child” form.

In summary, please complete the “About My Child” form and return it ASAP. Please use the Term 1 Overview to be aware of what your child is learning. And, if you wish to meet for 10 minutes with your child’s teacher, please contact them to organise a mutually convenient time and day in the first few weeks.

We hope that these changed practices facilitate deeper communication about your child’s needs and what is happening in their classroom.

Sincerely,

Kevin Williams
Principal

P.S. We are open to your opinion of the effectiveness of the changed practice. Please let us know what you think.

**Vision/Mission Statement**

“Empowered by the Spirit, we at St Mary’s live, learn and grow as disciples of Jesus in a nurturing Catholic Community.”
Term 1 2017 Subject Overview
Year 3

The following is a brief summary of the topics children in Year 3 will be learning about this term. Topics will not necessarily be taught in the order given below.

Religious Education
Our first RE unit for Term 1 is Prayer. In this unit students will focus on prayer as a means of developing a meaningful relationship with God. Students will examine both formal and informal prayer, learning about what prayer means in the lives of individuals and the Catholic Church community. Following Prayer, we begin to prepare to make our sacrament of Reconciliation. In this unit students will explore the human experiences of forgiving and being forgiven. Students will describe how their choices affect their relationships with God and others. Students begin to develop an understanding of the experience of God’s forgiveness in the Church’s celebration of the sacrament of Reconciliation. To finish the term during our Lent to Easter unit students will explore how Jesus reached out to others through his relationships, actions, feelings, healing, lifestyle and word.

English
In Reading students will:

- Use an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.
- Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.
- Identify the effect of purpose and audience on spoken texts, distinguish between different forms of English and identifies organisational patterns and features.

In Writing will be working on composing both factual (persuasive) and imaginary (narrative) texts this term.

- Students offer praise and constructive criticism of peers’ independent constructions.
- Students are able to participate in discussions about the text.
- Students identify and verbalise the features of the text.
- Students identify the purpose of the text and the target audience.
- Students share their created text.

Mathematics
Count forwards and backwards by tens and hundreds from any starting point up to 9999
Count forwards and backwards by twos, threes, fives and tens from any 3-digit starting point
State the place value of digits in numbers of up to four digits
Read, write and order (smallest to biggest) numbers of up to four digits
Identify odd and even numbers of up to four digits (3254 is an even number)
Continue increasing (12, 15, 18, 21, ?, ?) and decreasing (76, 66, 56, ?, ?) number patterns
Create original increasing and decreasing number patterns
Use a range strategies for addition and subtraction (up to 4-digits)
Use the equals sign to record equivalent number sentences (12+3 = 16-1)
Collect data and organise it to create displays using tables, picture graphs and column graphs
Read information from displays such as graphs and tables
Conduct chance experiments
Recall multiplication facts for twos, threes, fives and tens
Recognise and use the symbols x and ÷
Use arrays to link multiplication and division
Recognise the movements of the hands on a clock
Read the time on the hour, half-hour and quarter-hour on digital and analogue clocks
Read and record time to the minute, using digital notation and the terms ‘past’ and ‘to’
Geography/HSIE
Our geography topic for Term 2 and 3 is named Places are 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. We will also look at the Olympic Games and Brazil. Students will examine the following Key Inquiry Questions:
- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people's perceptions about places influence their views about the protection of places?

Science and Technology
Our Science topic for Term 1 is named Feathers, Fur or Leaves.
We ask questions like:
- What is that?
- Is it alive?
- How is it like other things I know?
Humans have always sought to make sense of the world around them by grouping things they see, for example, as edible, threatening or useful. Scientists develop classification systems to try to understand the diversity of life and how species are related throughout history. As more and more species disappear from the face of the Earth, we are caught up in a race to discover what we never knew we had.

Creative Arts
Our Visual Arts program will complement the History and Science units of work. Students will have the opportunity to experiment with a variety of art media. Students will experiment with colour and texture and create artworks with 3 Dimensional qualities. Students will also participate in the Dance Fever program.

PDH and PE
PE:
Sprint run, side gallop, catch, overarm throw, 2 handed strike, sprint run, dodge and kick.
PDH:
Students explore the following key questions:
- What are my rights and responsibilities?
- What are my basic needs?
- What causes conflict?
- How do I respond to conflict?
- What is bullying/cyberbullying?
- How can I be a peace maker?
- How can I express my feelings in an appropriate way?
- What makes a good friend?

Library
As well as our weekly borrowing, Year 3 will be examining how to work on projects and assignments using the NSW Board of Studies Information Skills Process. The children will make a book mark outlining key steps in making a project manageable, as well as evaluating information sources on the web. We will examine each step of the process and what we need to do at each point. We will apply the 5W's of website evaluation to search for online information sources as safely as we can and assess the relevance and reliability of each source for our project or assignments.

Teachers: Mrs Jones, Mrs Roach, Mrs Shearwood and Miss Burns
“About My Child”

We would appreciate your assistance in the completion of this questionnaire which will enable us to gauge how we can work together to maximise your child’s learning this year.

Child’s Name: ____________________________
Child’s Class: ____________________________

1. Hopes and expectations for my child:

2. Areas in which I feel my child needs further development:

3. Positive qualities I see in my child:

4. Special interests/abilities of my child:

5. Special circumstances/comments:

Signed: ____________________________ (Parent/Guardian)