

English

Language

Through daily writing, daily reading, guided reading and books used within our themes the children will be exposed to texts to help them develop an understanding of how different types of texts vary in use of language choices, depending on their purpose and context. They will come to understand that different genres have particular structures, e.g. that paragraphs are a key organisational feature of written texts. They will also learn to identify the features of online texts that enhance navigation.

Our writing this term will focus on completing our unit on information texts and then onto procedural text. They will also write daily via various tasks such as reading responses. The children will continue to work on other genres such as narrative and recount.

Year threes will continue to develop their spelling knowledge and understandings. This term includes continuing learning about how to use letter-sound relationships and less common letter patterns to spell words. They will come to know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.

Literature

Through exposure to information, imaginary and procedural texts the year threes will further develop their connections between personal experiences and the worlds of texts and share their responses with others. They will discuss relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text. They will also have opportunities to recreate their own information, imaginary and procedural texts.

Literacy

The children will continue to develop comprehension strategies that build literal and inferred meaning about the texts that they have read. This will include looking for details, comparing and contrasting and identifying the main idea. They will also begin to evaluate text by drawing on their growing knowledge of text features and structures, in particular information text.

This term the year three children will continue to develop their ability to interact with others. They will listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. The focus on interaction skills include active listening behaviours and communicating in a clear, coherent manner, especially during News times and group discussions.

Year threes will plan, draft and publish imaginative and informative texts displaying their growing knowledge of text features and structures. They will be expected to re-read and edit their own texts focusing on the meaning, punctuation and grammar of their text.

HASS – History

The year three children will be working on their knowledge and understanding of history which focuses on identifying and describing aspects of their community that have changed and remained the same over time. This will also include inquiry and skills such as questioning, researching, analysing, evaluating and reflecting and communicating. During this term our focus will be on technological history. We will look at changes in technology with a particular focus on communication technology.

The Arts

Drama

The children will explore narrative ideas through roles and situations in drama. This will use the elements of drama to communicate, for example, characters or creating/experimenting with tension and dramatic meaning. They will explore using their voice, movement and gestures to create believable characters.

Technologies

The children will continue to manage, explore and experiment with PowerPoint, Seesaw and the use of an iPad to capture images.

The children will be introduced to coding (giving instructions in computer language) through hands-on games and activities that help them to think like a computer programmer (logical thinking and problem solving). Examples of activities include a Treasure Hunt, which teaches about algorithms and puzzles, mazes, etc. Using non-fiction text, they will collect and explore data to present creatively in a digital presentation such as pictures and diagrams with our Buddies.

Visual Arts

The children will create artwork to express and communicate their ideas using digital technologies. There will be opportunities to display their works of art.

Music

All JP children will be developing and demonstrating the ability to use their aural skills by staying in tune and keeping time when singing. As a group they will be exploring and imitating sounds and rhythms with their voices.

Term 3 Overview

Linda Cottle

Year 3 2022

Well-Being

The well-being of all children will catered to by an integrated program throughout their learning as well as the use of the following programs

- Personal and Social General Capabilities
- Play is the Way
- Child Protection Curriculum
- Health Curriculum

French: Claudine Deneuve Health/PE: Cam Grigg
Science: Nic Strevens

Mathematics

The children will be involved in learning activities around measurement. Measurement comes in many forms, such as time, length, area, capacity and mass, and is an important topic for children to master. During measuring tasks there will be a strong emphasis on developing practical measuring skills, selecting appropriate metric units, developing language associated with measurement and estimating using formal and familiar metric units. Some tasks will include measuring dinosaur footprints and our heights, comparing and ordering the capacity of various containers and an investigation into car journeys. They will also be focusing on telling time and measuring time

Through problem solving and games the year threes will recall multiplication facts of 2, 3, 5 and 10 and use efficient strategies for multiplication in authentic situations. They will be involved with relating repeated addition to multiplication and partitioning groups and arrays. Tasks will include a chop stick investigation, a butterfly problem and finding out how many pizza pieces the Jones family will need. They will revisit concepts around place value and number sense using activities that allow children to count to and from 10,000 and apply place value to partition, rearrange and regroup numbers.

All children will be involved in problem solving with real-world problems while developing a range of problem-solving strategies to assist them. This will partly be achieved through group work as well as reflecting and sharing their thinking, reasoning and understandings. The use of real-life problem-based learning will assist in the development of a positive attitude to working mathematically. All children will be involved in problem solving with real-world problems while developing a range of problem solving strategies to assist them. This will partly be achieved through group work as well as reflecting and sharing their thinking, reasoning and understandings. The use of real-life problem-based learning will assist in the development of a positive attitude to working mathematically.

Keeping Safe – Child Protection Curriculum

The KS:CPC is a child safety and respectful relationships curriculum developed collaboratively with child protection experts, teachers, educational leaders and other professionals. It is divided into 5 documents specific to the age and year level of students, starting from age 3 and progressing to age 17+.

The KS:CPC has 2 main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:

Theme 1: We all have the right to be safe

Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through 4 Focus Areas, which are examined in growing complexity in accordance with the age of the students. The Focus Areas are:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

The activities are structured in a sequential nature and at an age and developmentally appropriate level covering a range of topics.

English

Language

Through daily writing, daily reading, guided reading and texts used within our themes the children will know that texts have a variety of features such as headings, page number and tables of content. They will come to understand that different genres have particular structures, e.g. page and screen layouts, alphabetical order, and different types of diagrams, for example timelines.

Our writing this term will focus continuing our unit about information texts and then onto procedural text. They will write daily via various tasks such as reading responses, genre focus and information texts. The children will continue to work on other genres such as narrative and recount. They will also look at the use of vocabulary and begin to make conscious choices of vocabulary to suit audience and purpose.

Year twos will continue to develop their knowledge of letter patterns and high frequency words. When reading and writing children will be able to use words whose spelling is not predictable from their sounds. They will also understand that a sound can be represented by various letter combinations.

Literature

Through exposure to information, procedural and narrative texts the year twos will further develop their understanding of what they enjoy reading, give reasons for their preferences and listen to others' opinions. This will also include opportunities to recreate their own information and procedural texts.

Literacy

When reading year twos will continue to develop comprehension strategies that build literal and inferred meaning about the texts that they have read. This will include drawing on growing knowledge of context and the features and text structures including multimodal text.

This term the children will continue to develop their use of language for communication via weekly news time, discussions and group work. They will focus on rehearsing and delivering short presentations on familiar and new topics. They will also continue to utilise and demonstrate their active listening skills.

Year twos will begin to edit their own texts and make changes to improve their writing. They will continue to develop their knowledge and understanding of spelling, grammar and punctuation as well as how texts are structured. They will begin to learn to consider possible audience.

HASS - History

The year two children will be working on their knowledge and understanding of history which focuses on 'Our past and present connections to people and places.' This will also include inquiry and skills such as questioning, researching, analysing, evaluating and reflecting and communicating. During this term our focus will be on technological history. We will look at changes in technology with a particular focus on communication technology.

The Arts

Drama

The children will explore narrative ideas through roles and situations through drama. This will use the elements of drama to communicate, for example, characters or creating/experimenting with tension and dramatic meaning. They will explore using their voice, movement and gestures to create believable characters.

Technologies

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Using non-fiction text, they will collect and explore data to present creatively in a digital presentation such as pictures and diagrams with our buddies.

Visual Arts

The children will create artwork to express and communicate their ideas around the natural environment using different materials, techniques and technologies. There will be opportunities to display their works of art.

Music

All JP children will be developing and demonstrating the ability to use their aural skills by staying in tune and keeping time when singing. As a group they will be exploring and imitating sounds and rhythms with their voices.

Mathematics

The children will be involved in learning activities around measurement. Measurement comes in many forms, such as time, length, area, capacity and mass, and is an important topic for children to master. During measuring tasks there will be a strong emphasis on developing practical measuring skills, selecting appropriate informal units, developing language associated with measurement and estimating using informal units. Some tasks will include measuring dinosaur footprints and our heights, comparing and ordering the capacity of various containers and an investigation into car journeys.

Through problem solving and games the year twos will develop an understanding and use efficient strategies for beginning multiplication in authentic situations. They will be involved with skip counting, relating repeated addition to multiplication and partitioning groups and arrays. Tasks will include a chop stick investigation, a butterfly problem and finding out how many pizza pieces the Jones family will need.

They will revisit concepts around place value and number sense using activities that allow children to count to and from 1000 and locate numbers on a number line. They will also work on partition numbers using place value.

All children will be involved in problem solving with real-world problems while developing a range of problem solving strategies to assist them. This will partly be achieved through group work as well as reflecting and sharing their thinking, reasoning and understandings. The use of real-life problem-based learning will assist in the development of a positive attitude to working mathematically.

Term 3 Overview

Linda Cottle

Year 2 2022

Well-Being

The well-being of all children will catered to by an integrated program throughout their learning as well as the use of the following programs

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- Play is the Way
- Child Protection Curriculum
- Health Curriculum

French: Claudine Deneuve

Health/PE: Cam Grigg

Science: Nic Strevens

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