



Government
of South Australia
Department for Education

Year 3 Newsletter

Rooms 7, 10 and 19

Term 1 2021



Welcome to Term 1 of 2021. It has been a pleasure to meet and begin to get to know the fabulous students of Rooms 7, 10 and 19. We have got off to a good start learning all the class routines and expectations.

Students will be receiving homework in week 3. This will involve tasks to help them consolidate their learning and prepare for new learning topics. It is an expectation that all students should read every night as this practise really helps them make good progress.

Please send your child with a school hat and plenty of water. They are able to fill up their drink bottles as required during the school day. If your child has any special health or dietary requirements please let me know.

Please remember that parents and carers need to wait outside the school to drop off and pick up their child unless the child needs additional support to transition to class.

We will be encouraging students to become as independent as possible now that they are in year 3. They are encouraged to look after their own stationary items and write notes in their communication books to let you know about class information and we will support them to do so.



Katrice White and Robyn Cockburn Room 7



Arsh Sekhon Room 10



Rachel Shephard Room 19

What's on this term

Diary dates

This term assemblies are held on Thursdays at 9am in the Hall in weeks 2, 4, 6, 8, 11

Week 2, 3, 4 and 5

Wednesdays
Cricket Clinic
Monday 8th February
Acquaintance Night & AGM

Week 5

Tuesday 23rd February
No Pen Day

Week 7

Monday 8th March
Adelaide Cup Public Holiday

Week 9

Three Way Learning
Conversations

Week 10

Friday 2nd April
Good Friday Public Holiday

Week 11

Monday 5th April
Easter Monday Public Holiday

Week 11

Wednesday 7th April
Casual Day with gold coin donation

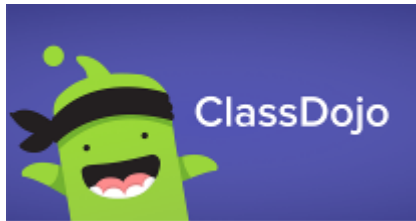
**Friday 9th April
Last day of Term 1
Early dismissal at 2pm**

Remember

- Students wear hats all year round!
- Bring a drink bottle
- Borrowing and returns from The Hive will now be from 8:15-8:50am.

Communication

Throughout Term 1 we will need to work hard to communicate regularly so that we can support your child with their learning. Students will come home with their take home pack and communication books. Their school communication book is a good way for you to communicate information about absences or other changes in schedule for your child. Students will need to show their communication books to us if there is a note from you, as time does not allow for us to check every communication book each day. Alternatively, you can reach us via email or Class Dojo. If you have not yet connected with us through Class Dojo we encourage you do so as soon as possible. If you need support with this please get in touch so that we can help. You are also more than welcome to call and make a time to meet or catch us before or after school. We look forward to talking with you about your child's needs.



English

Learning in English will consist of the following areas;

- phonological awareness learning through the Heggerty program.
- spelling
- writing, grammar and handwriting
- reading comprehension/author study
- spelling tests/assessments (Fridays)
- We request that all students continue to read aloud every day.

Maths

This term we will focus on Number:

- recognise, model, represent and order numbers to at least 10 000
- placing four-digit numbers on a number line using an appropriate scale
- reproducing numbers in words using their numerical representations and vice versa
- investigate the conditions required for a number to be odd or even and identify odd and even numbers
- classify and describe 2D shapes

We will be starting each Maths lesson with a number of the day routine followed by a weekly investigation of a Maths concept. We will be using *Natural Maths* strategies, the *Big Idea in Number* program

Science

Students will learn about living and non-living things through the Primary Connections topic *Feathers, Fur or Leaves*.

***Feathers, fur or leaves* provides students with hands-on opportunities to:**

- inquire about living and non-living things
- learn how to think like scientists to distinguish between living and non-living things
- explore and describe observable features of plants and animals
- group animals based on observable features

Students apply their new learning by planning and conducting an investigation of the animal groups present in the leaf litter in the school grounds.



HASS

Students will identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically.

Students will also identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.



Visual Arts

Learning in visual arts will connect to topics covered in Science and HASS. Students will describe and discuss similarities and differences between artworks they make, present and view. They will discuss how they and others use visual conventions in artworks as they experiment with a range of techniques to produce their own masterpieces. One of the artists who we will study is Australian artist Pete Cromer who is known for his vibrant animal artworks.



P.E. and Health with Stephanie Ryan, Kylie Nielson and Matt Cuconits

In term 1 students will be exploring a range of factors and behaviours that can influence health, safety and wellbeing. Students will begin with 'getting to know you' games and activities to help them gain familiarity and confidence amongst their peers and environment.

In Health students will study the concept of Growth Mindset, undertake Growing with Gratitude exercises, as well as developing skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

Students will also study Sun Safety, learning about the dangers and effects of the sun and how to keep themselves safe in line with the Sun Smart Program.

In Physical Education students will refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. In Athletics students will participate in various track and field events including shot put, discus, high jump, long jump and running. Striking games, including tee-ball and cricket, will promote both individual growth and positive social skills in students, including team work, sharing, cooperation and communication as well as practising throwing, catching, batting, bowling and fielding skills.

Your child will need a drink bottle of water to keep hydrated, and to wear appropriate sports shoes, clothing and a hat to be able to fully participate in lessons.

We are looking forward to working with your child this term!

Music and Drama with Georgia Yates and Belinda Mentha

This term in music students will read, write and compose rhythms using ta, titi, za and tika tika. They will investigate the difference between beat and rhythm and practise their discoveries through playing bordun and ostinato patterns using xylophones. Later in the term students will be visited by Jon Madin, a composer who will work with students to create music using his funky instruments.

In drama, students will use facial expression, body language and gesture to become characters and show their reaction to different situations. Students will focus on creating and sustaining a setting using tableau and mime.



Auslan with Kylie Neilson

Language Other Than English – Australian Sign Language (Auslan) is the recognised visual language of the Deaf community. After an interesting year last year, I have decided to make 2021 'The Year of Celebrations' with 'celebrations' as the overarching topic for all content covered. We will be looking at the different cultural celebrations within each classroom, including Deaf celebrations, and comparing the similarities and differences.

During first term, the students will be reviewing greetings, including self-introductions, Finger Spelling their own names and the names of their peers as well as cultural norms within the class and deaf community. We will be focusing on birthday celebrations this term. The students will learn through sign games, songs, video, the use of ICT equipment, written and signed presentations and class interactions using the target language.

