Carbrook State School P-7

Academic Program Term 1, 2014

Class 2/3

Year 3

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The English program consists of two units each term.

In **Unit 1**, students read, view and analyse digital and written persuasive texts. Persuasive writing helps students formulate specific reasons for their opinions, and provides an opportunity to research facts related to their opinions. As students develop an understanding of how writing can influence or change another's thoughts or actions, they can begin to understand the persuasive nature of the marketing they are exposed to through television, the Internet, and other media.

Their assessment sees the class creating a series of short, persuasive texts.

**Unit 2** Investigating characters

In this unit students listen to, view and read a short narrative, *(Mr Grim’s Tower)*, a digital story *(Charlie Pasta, Cook Master)* and a simple chapter book *(Matty Forever)* to explore how writers use descriptive language to create characters.

As a monitoring task, they complete a reading log with analysis of characters in the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on themes and characters in the novel studied.

Students are also incidentally and informally assessed throughout both units during the term. This will occur during regular reading and comprehension activities, small group/one-to-one teacher-student conferencing and feedback opportunities where misconceptions and difficulties are addressed.

**Websites to visit for prior and continued learning**

http://www.readwritethink.org/classroom-resources/student-interactives/persuasion30034.html

http://www.bbc.co.uk/skillswise/topic/past-present-or-future-tense/

-read/expose child to Matty Forever by Elizabeth Forsham and/or The BFG by Roald Dahl

**Fun resources**

http://www.bbc.co.uk/schools/spellits/index.shtml

http://www.bbc.co.uk/schools/typing/

http://primarygamesarena.com/Dance-Mat-Typing2012 - touch typing skills

http://home.bugclub.com.au

**Reading**

It is an expectation that students are reading each night as part of their homework. If your child reading to you is difficult to encourage, try

-**you reading to them and giving you feedback on your reading**
-**they record themselves on an iPad/iPod and play back to listen to themselves read and critique**
-**using Bug Club which is a colourful, interactive and versatile reading tool that accommodates any child’s reading mood or behaviour. They can choose to have a book read to them or read the book themselves. A series of questions follow each book.**

Students will continue to build their reading stamina (independent reading time) across the term and reflect on the strategies they have and have not used when reading. Students have begun to embark on a new journey of comprehension in texts and forms of print with **inferring**. Students are carrying around an abundance of knowledge that needs refreshing and activating when reading and comprehending all forms of print in able to make inferences and draw conclusions from questions and information that is not directly and literally in front of them. **Encouraging your child after reading or viewing images and advertisements to make an inference is of extreme importance.** We encourage you to expose your children to a variety of multimedia and books to provide them with the knowledge they need to tackle future unknown topics in their reading and real world experiences. We endeavour for children to make and see connections between real life and school and view school as a means for becoming more worldly, not just a place where reading, writing and arithmetic is at the forefront.

When Mrs Jeanette Overeinder, our Learning Support Teacher, works with the other year 3 classes, the year 3 students from 2/3 C will join them for some focused English work or Naplan preparation.
In **Unit 1** students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

Through the proficiency strands Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of:

- Using units of measurement - interpret and use a calendar, tell time to five-minute intervals, measure length with non-standard units, represent a metre, measure with metres.
- Number and place value - count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems.

**Assessment:** Teachers will use group time for observation of and consultation with students either individually or in small groups to gauge understandings on a regular basis. The assessment tasks below contribute to the overall understanding each child has gained through their experience during the term. These include:

Collect information about students' ability to:
- tell time to five-minute intervals
- match analogue and digital clock times to five-minute intervals
- recall addition facts with single-digit numbers and related subtraction facts
- partition 3-digit numbers into standard place value parts
- partition 3-digit numbers into non-standard place value parts
- add and subtract 2-digit and 3-digit numbers.

Consult with students about their ability to:
- represent time on analogue and digital clocks (minute intervals)
- partition numbers in standard and non-standard ways
- use efficient mental strategies to add and subtract 2-digit and 3-digit numbers.

In **Unit 2** students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations and have opportunities to develop understandings of:

- Number and place value - represent multiplication and division, solve simple problems involving multiplication and division, recall multiplication number facts, double 2-digit numbers, recall addition number facts and related subtraction facts, add 2-digit and single digit numbers, add and subtract 2-digit and 3-digit numbers.
- Data representation and interpretation - collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations.
- Chance - identify everyday events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.
- Using units of measurement - select units to measure and compare lengths, identify the need for standard units, represent one metre, measure in metres.

Teachers will continue to use group time for observation of and consultation with students either individually or in small groups to gauge understandings on a regular basis.

Throughout these units, students will require and receive ready access to ICTs at a whole-class, small group and individual level. In addition to the focus understandings above, teachers will provide regular opportunities for students to build fluency with ongoing mathematical concepts and extend those with already above average understanding of the concepts outlined above with extension activities and regular opportunities for investigation.

See the following websites for fun maths activities.

www.mathisfun.com

http://www.coolmath-games.com
**Science**

Year 3 students from the Year 3/4 class will be joining us as we investigate our Science Unit – ‘Is it Living?’

In this unit students will understand what constitutes a living thing and understand that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students will understand that science involves making predictions and describing patterns and relationships with reference to living things. They will make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their lives.

Their assessment for this unit sees the Year 3’s creating a portfolio of work which shows the students’ understanding of living and non-living things and ways to communicate grouping of living things based on observable features.

**Technology**

This term, students will investigate the following aspects of technology:

- **Information, materials and systems (resources)**
- **Resources are used to make products for particular purposes and contexts.**
- Resources have characteristics that can be matched to design requirements.

The science assessment task will also be used to assess the students’ technology capabilities and understandings.

**History**

Year 3 students from the Year 3/4 class will be joining us as we complete our History Unit ‘Investigating celebrations, commemorations and community diversity’.

In this unit students will investigate the following questions:

- How and why do people choose to remember significant events of the past?
- What is the nature of the contribution made by different groups and individuals in the community?

In this unit, students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They will examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate. Students will explore the contribution made by different cultural groups to the development and character of the local community and understand the value of learning about the cultures, languages and beliefs of others.

The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, perspectives, empathy and significance.

Students undertake three assessment tasks throughout the course of the unit to form a Collection of work, including: sequencing, locating information and historical narrative. Students will sequence and annotate information across a timeline, locate information in provided sources to answer questions about a commemoration or a celebration, and use relevant information from provided sources to write a historical narrative about a celebration or commemoration.

**The Arts**

The Arts provide students with the knowledge, skills and understandings to express ideas, observations, experiences, values and beliefs. Students use their creativity, imagination and senses as they develop, extend and enhance their understanding of arts practice through active inquiry, engagement and reflection, both individually and collaboratively.

This term the students will be involved in the Ausdance program. Our term 1 Celebration of Learning will be the students’ presentation of the dances they have learned.

**Health**

Personal Development – Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

Our SWPBS program forms the basis of the students’ investigations into how identity is shaped personal characteristics and experiences. Students will focus on our school wide expectations of Be Responsible, Be Respectful, Be Safe and Be a Learner as they explore that establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences.

Building Relationships = Keeping the Heart of Carbrook SS beating
ICT will be integrated throughout many curriculum areas. This will include becoming aware of cyber safety, using word documents and inserting pictures; Using microphones and inserting speech into documents; as well as using space appropriately to create posters.

**Students will be encouraged to access the Year 2/3 Ed studio on a regular basis.**

**2/3C HOMEWORK EXPECTATIONS:** Homework is an extension of the studies undertaken in class and provides families with an opportunity to become involved in their child’s learning and potentially recognise areas of need. Homework is given out on Mondays. Students will record their homework in their homework books and this is expected to be returned (with completed homework) every Friday to be marked over the weekend and returned to students by the following Monday.

Homework has begun as a paper version but will soon also take an electronic form. Our online learning and communication tool will be our Year 2/3 Ed studio. Students will be shown this Ed studio and will be working on its development of their individual pages as the term and year progresses. Many of them have a well-developed understanding of its use and can share this knowledge with you (if you didn’t already experience this last year). This Ed studio will be a joint environment with 2A and 2/3. The main purpose of its use is for the provision and access of homework, resources, activities and information pertinent to the curriculum. This newsletter will be added to our Ed studio so that students can access the links electronically. The school newsletter will also be added. Details of how to access this studio will be sent home with students.

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**Home-reading:** Home readers will be sent home every day. Home readers are familiar texts to enable students to build fluency. It helps if texts are read over and over again. Of course, students may also read their own books, library books and they have access to Book Club books. It is believed that one of the most important things about home reading is how parents read with children. It's the interaction between the parent and the child that makes a difference. Knowing where and when to interrupt and assist is important. It may only be for 10-20 minutes each night, but it’s this 10-20 minutes that exposes a child to new words, new word knowledge and thus a deeper appreciation for reading. Reading to a child is just as important!

The first school newsletter of the year (14th February) shares comprehensive information and tips about home reading.

Please read!

**Parade** is every **Monday** at 2:30pm  
**P.E and Music** are on **Tuesdays**.  
**Library** borrowing is on **Thursdays**. Please ensure books are returned weekly and students have library bags if they wish to borrow.  
Please don’t forget to pack a **healthy snack, water bottle** and **hat** daily for your child.

**DATES TO REMEMBER:**
- National Anti Bullying Day on **March 21**. Children will be invited to wear **orange**.  
- Whole school Celebration of Learning- **Ausdance** Thursday **April 3**  
- Year 2 History excursion to the **Beenleigh Historical Village and Museum**- **date To Be Confirmed**
Carbrook State School

Student Expectations

Be a Learner

Be Respectful

Be Responsible

Be Safe

Please feel free to contact me if you have any questions or concerns.

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