



Dear families,

Please find below some general information regarding the classroom program your child will be engaged in during Term 1 of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child's progress at school.

Teacher: Mrs Jo Warner **Class:** 3JM **Email:** admin@wellingtonpointss.eq.edu.au
Mrs Alisha McDonald

School Office: 3286 0666

Student Absences: 3286 0660

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-11.00	English	English	English Math	English	Parade English Science
11.00-11.40	First break				
11.40-1.10	Math	Math	PE Health	Math	Digital Technology
1.10-1.50	Second break				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	HASS	MUSIC	HASS Technology	Drama	Enrichment Program

Homework Expectations- checked each Friday

- **Reading** – reading for pleasure (10-15mins each day). Reading out loud for fluency each day. Reading Eggs is encouraged but optional.
- **Maths-** practise times tables.

In-Class Support

There are always students who work through tasks easily and accurately and those who need extra support and guidance. All students are catered for in our classroom, with a selection of activities:

- Smaller ability/focus groups.
- One-on-one feedback to pinpoint needs and set learning goals.
- Teacher, teacher aides and Learning Support staff to support all individual needs.
- Range of technologies to assist in learning.

Curriculum Focus

Inquiry English: In Term 1 students will engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. These texts will include the literature of Australian, First Nations Australian and world authors, and describe extended events with some unusual happenings within a framework of familiar experiences. Students will explore how authors use language and illustrations to portray characters, settings and mood. They will use these texts as models when they create their own imaginative adaptation of a text and discuss their ideas.

Inquiry HASS: In this unit, **our unique communities**, students will:

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups

- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

Mathematics:

In Term 1, students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will have opportunities to develop understandings of number and place value, units of measurement, chance and data representation and interpretation. Specifically, students will:

- Count to 1000.
- Investigate number sequences.
- Identify odd and even.
- Represent, compare and order three-digit numbers.
- Recall addition and subtraction facts.
- Solve addition problems.
- Add and subtract up to three-digit numbers.
- Multiplication number facts.
- Tell time to five-minute intervals.
- Identify, represent and measure in metres.
- Conduct and describe chance experiments.
- Collect, record, display and interpret simple data.

Science:

In Term 1, students will learn that living things all have certain characteristics. They will use these characteristics to differentiate between living and non-living things and group plants and animals by their observable features.

The Arts: Drama

In Term 1, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will:

- Explore ideas and narrative structures through roles and situations.
- Use empathy in their own improvisations and devised drama around an issue.
- Use voice, body, movement and language to sustain role and relationships.
- Create dramatic action with a sense of time and place in an issues-based drama.
- Shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama.
- Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons.

Music:

This semester, the Year Three students will extend their understanding of the elements of music as they further develop their aural skills by exploring and imitating sounds, pitch, beat, rhythm, dynamics and form using voice, movement, body percussion and tuned and un-tuned percussion instruments. They will explore music in unison and with ostinato and soundscape accompaniments. They will explore, create, practice and perform rhythm and pitch, reading from invented and learnt symbols. The students will explore pitch and rhythmic patterns to improvise, create and respond to music. They will examine music from different social, cultural and historical contexts.

The students will learn correct technique for playing descant recorder- hand position, articulation, fingerings and will begin to make the link between reading notes off the music staff and their formation on the instrument. They will create simple improvisations and pieces on the recorder.

Health and Physical Education: Health:

In this unit students will explore the impact of positive social interaction on self-identity. Students will:

- Investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities.
- Learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.
- Reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.

Health and Physical Education: Physical Education:

Gameplay – Students will:

- develop collaboration and gameplay skills. They will apply rules and fair play practices to activities and games in small and larger groups.

Technologies: Digital Technology

In this unit, students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. Students will:

- Identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data.
- Define simple problems and identify needs.
- Develop technical skills in using a visual programming language to create a digital solution.
- Describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language.
- Implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game.
- Explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs.
- Develop skills in computational and systems thinking when solving simple problems and creating solutions.

Special Events/Excursions

See last page

How can parents/carers help

- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keep up to date with newsletters and notes.

Work with honour

COURTEOUS

HONEST


AIM HIGH

MATESHIP

PROUD

SAFE

Special Events/Excursions

 TERM 1 2024 CALENDAR					
WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 22/1 – 26/1	<ul style="list-style-type: none"> First day students return to school 				AUSTRALIA DAY PUBLIC HOLIDAY
2 29/1 – 2/2	<ul style="list-style-type: none"> Class information sheets emailed to families 		<ul style="list-style-type: none"> Year 6 Kitchen Lessons commence 		<ul style="list-style-type: none"> First Whole School Parade 9am
3 5/2 – 9/2		<ul style="list-style-type: none"> Meet the Teacher Meetings 5pm start 			<ul style="list-style-type: none"> Captains Parade – Whole School 9am Wellbeing Friday Enrichment Programs start
4 12/2 – 16/2					<ul style="list-style-type: none"> Peacekeeper Parade – Whole School 9am 2024 Captains Morning Tea with Leadership Team
5 19/2 – 23/2				<ul style="list-style-type: none"> Wake Up with Wello Starts Bravehearts P-2 Year 5 Gold Rush Excursion 	<ul style="list-style-type: none"> Whole School Parade 9am
6 26/2 – 1/3			<ul style="list-style-type: none"> CHYMS Good Mental Health Rocks – Year 6 		<ul style="list-style-type: none"> Whole School Parade 9am
7 4/3 – 8/3	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 		<ul style="list-style-type: none"> International Women’s Day School Photos Day NO Parade Today
8 11/3 – 15/3			<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Cross Country 9am – 1pm NO Parade Today
9 18/3 – 22/3	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Parent Teacher Interviews 	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Chappy Subway 	<ul style="list-style-type: none"> NAPLAN Whole School Parade 9:00am (Student of Week Awards today) TBC OSPREY Touch
10 25/3 – 29/3	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> HARMONY DAY 		<ul style="list-style-type: none"> Easter Hat Parade P-2 Disco TBC 	GOOD FRIDAY