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**Year 3 Term 1 Overview 2019**

Dear Parent/Guardians,

Please find an outline of the grade 3 teaching and learning programs for Term 1. Due to the wide range of student abilities in each classroom, the teaching and learning program will be structured so that the learning needs of each student are catered for. Students will also be using their device to deepen their understanding of concepts, raise engagement levels and support personalised learning through all areas of the curriculum.

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| **English:** | ***Reading***sessions will involve a variety of learning experiences related to a range of texts. Students will be grouped with other students of like needs. Students will be exposed to the CAFÉ reading program which aims at developing the Comprehension, Accuracy, Fluency and Vocabulary of students. Strategies to assist in students understanding of texts, their oral reading, and word recognition and decoding skills will be a focus during Term 1. Some of these include: |
| * Check for Understanding
* Cross Checking
* Finding the Main Idea
 | * Making Connections
* Tune into Interesting Words
* Finding a ‘just right book’
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| ***Writing***sessions will concentrate on the processes of planning, writing and recording, revising and editing, and publishing. Students will use the ‘7 Steps for Writing Success’ program to assist them in developing these skills, with a focus on writing in all genres this will include narrative, informative and persuasive texts.Students will also use a writer’s notebook to gather and develop their ideas and plan their writing. These notebooks will be personalised by each student as a way of engaging students in their writing.  |
| ***Speaking & Listening***will occur daily in the classroom during sharing/reflection sessions and oral language activities. Students will be provided with opportunities to discuss what they have learnt and voice their thoughts and opinions about a range of topics. Students will also enhance their speaking and listening skills through their participation in peer discussions for our Geography Inquiry unit, Australia, where they will have the opportunity to share their learning with their peers.  |
| ***Spelling***is a part of the writing process. Students will be exposed to classroom word walls which will display words from our Inquiry Unit, Australia. Spelling skills and strategies will be developed through spelling investigations each week, focusing on sounds relevant to students’ developmental stage. These focuses will be integrated into writing and reading sessions.  |
| **Mathematics:** | ***Number******and Algebra:**** Odd and even numbers.
* Fractions.
 | ***Measurement and Geometry:*** * Shapes.
* Length.
 | ***Statistics and Probability:**** Data representation and interpretation.
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| **Home reading/ Homework:** | It is important to encourage your children to develop good reading habits right from the start of the year. You can help your child with this by listening to them read, asking them questions about the story and reminding them to put their home reader back into their school bag. It is expected that students read each night for at least 15 minutes and that a parent/guardian has signed their diary to show that reading has been completed. Homework each week in grade 3 will also consist of one reading and one math activity related to what is being covered in the classroom. There will also be a spelling activity to assist students with practicing their spelling words.  |
| **Inquiry Learning:** | Our Inquiry unit for Term 1 is *Australia.*The focus question for our unit is:*What makes Australia unique?*Students will have the opportunity to explore: * Where Australia is in relation to the rest of the world
* The states, territories and capital cities that make up Australia
* Recognisable landmarks, both natural and man made
* The landscape, termperature and flora and fauna that are native to different areas

Students will participate in a learning walk through the Grade 3 classrooms at the end of the term, with each class presenting their learning about a specific state or territory of Australia.  |
| **Science:** | Students will have opportunities to explore features of living things, and ways they can be grouped together. Through hands-on activities, students explore how living things can be grouped based on their features and can be distinguished from non-living things. Students will use this knowledge to investigate the animal groups on their own school grounds. |

Kind regards,

Year 3 Teachers

*Marcella Loiacono, Dianne Saikaly, Rebecca Spiteri, Lis Rossitto, Lisia Halton & Lauretta Mallia.*