TERM 2 OVERVIEW - YEAR 3

Welcome to term 2 of Year 3 for 2024! This overview is designed to outline what our classes will be engaged in this term.

**Year 3 Teachers:** Sharon Hickey, Kate Perkins, Rashmi Paneswar and Gabrielle Cowley

**Specialist Teacher/s:** SarahBuckley (Art), Chrystel Wille (French), Amy Pepper (PACH) and Kristie Davies and Alison Hicks (Library)

**School leader for Year 3:** Jayde Condon

# GENERAL INFORMATION

* Drop off should not be before 8.45am as supervision is limited up until that time as teachers and learning support staff get ready for the day.
* If you arrive before 8.45am, you will need to wait with your parents/carers (juniors) or sit down in the senior courtyard (seniors).
* If you arrive later than 9.10am, you will need to sign your child in at the front office.
* Our ‘Kiss and Drop’ on Sherbrooke St operates for all students from 8.40-9.00am and from 3.00pm for dropping students to school and picking them up in the afternoon. Students in kindergarten to year 2 are assisted to get to their drop-off point in the morning and to ‘Kiss and Drop’ in the afternoon.
* Please do not drop students, without getting out of your car, at other areas of the school, particularly along Sherbrooke St. We understand that students may have to walk slightly further from the ‘Kiss and Drop’ area, but dropping them in other locations causes congestion for families who need to have the adult assistance getting out of the car and can cause safety issues with families walking and riding to school.
* Our break times will be:

 Recess - 11:00am - 11:30am

#  In-class eating time - 12:50pm - 1:00pm

#  Lunch - 1:00pm - 1:45pm

# Please ensure that your child brings to following **labelled** items to school each day:

* A sun smart hat
* A drink bottle
* Sensible enclosed shoes for sport/P.E

# MONDAY MORNING YARN UP

# Every Monday, we have our whole school Yarn Up to start the week in the senior playground. Students line up behind their class sign at the first bell with the Yarn Up commending at the second bell. Monday Morning Yarn Up is led by the year 6 Student Leaders and involves the school sharing messages about lunchtime clubs, any upcoming events or other activities for the school. It is also a lovely chance for us to acknowledge students and staff and hand out certificates or ribbons from whole school events.

Students in Kindergarten to Year 2 should not go to the junior playground on Monday mornings but should head to the senior courtyard. Teachers from the junior school have practised with the students where they go and will be there to greet them on Monday mornings when the bell rings. We will also assist anyone who uses the Kiss and Drop area, or who catches a bus.

All students in K-6 can be dropped off to the senior courtyard from 8.45am and can place their bags behind the sign for their class. They can then play in the courtyard until the bell goes. When the bell goes, all students then sit in their lines and wait for the Yarn Up to start.

All classes then head off for their learning for the day from morning lines.

COMMUNICATION

We would like to support families by reminding you about the best ways to communicate with us. Please read below to see the different reasons you may have for contacting the school and the processes you use for each situation. Just a reminder that messaging on Class Dojo is no longer being used here at North Ainslie Primary School.

Communication with parents and carers is important to us and our staff will always work to get back to your enquiries within a reasonable timeframe. There is no expectation that teachers respond to queries from families during their personal and family time.

We update families on what is happening at our school in a number of ways from information nights, emails, notes, newsletters, and Dojo. We encourage you to stay in touch with what is happening in our school through these channels.

Remember that our front office is a vital part of our communication strategy and is often a great first port of call. They can be contacted:

- by phone on 61420760 or

- via an email to admin@nthainslieps.act.edu.au

By using these processes, you also ensure the right information is getting to the right staff member in the most timely and efficient manner.

| **Reason:** | **Please contact:** |
| --- | --- |
| **General Enquiries*** **Permission notes**
* **Enrolment enquiries**
* **After school clubs**
 | The Front Office on 6142 0760 or via email: admin@nthainslieps.act.edu.au |
| **Student Absences** | On the day:* Use the parent portal (if contacting the school before 9:15am as this will stop you receiving an SMS from the school)
* Email to absence@nthainslieps.act.edu.au
* Respond to the SMS from the school

Past or future:* Use the parent portal
* Email to absence@nthainslieps.act.edu.au
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| **Late arrivals, early pickups and changes to arrangements for your child** | In advance* Please email the front office, at least 48 hours in advance using the absence email address: absence@nthainslieps.act.edu.au
* This will ensure the communication is passed on to the teachers

Unexpected and on the day* Please phone the front office on 6142 0760

*\*Please do not contact teachers directly as there is no guarantee they will see the communication in time.* |
| **The welfare or academic progress of your child**  | In the first instance* For any information regarding your child, please contact their class teacher in the first instance via email. All teacher’s email addresses are firstname.lastname@ed.act.edu.au

or* Contact the school leader for your child’s year level via their email address: firstname.lastname@ed.act.edu.au

or* Contact the school front office via 6142 0760 or email: admin@nthainslieps.act.edu.au and they will direct you to the appropriate person or have someone contact you.
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| **Concerns or enquiries** | Please contact the front office via email admin@nthainslieps.act.edu.au or call 6142 0760 for all general all:* General questions regarding excursions and school activities
* Non classroom related concerns or incidents
* To make an appointment with a member of the leadership team

This will ensure the communication is passed on and responded to as quickly as possible.  |

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# ***Staff responding to communication***

Communication with parents and carers is important to us and our staff will always work to get back to your enquiries within a reasonable timeframe. We aim to do this within three working days. There is no expectation that teachers respond to queries from families during their personal and family time.If your matter is urgent please contact the front office rather than the classroom teacher. This will ensure we can get back to you as quickly as possible.

STAYING HOME IF UNWELL

As we approach winter and the colder weather, we remind families that if your child becomes unwell to please not send them to school until their symptoms have resolved.

This winter we are again expecting to see a higher number of staff away due to seasonal illness, as will be the case across all workplaces. While these short-term absences cannot be entirely avoided, we can all play our part in minimizing the spread of disease by doing the right thing.

Unfortunately, short-term staff absences due to illness can have an impact on the way we run our schools – and in some cases schools may need to temporarily adjust the delivery of programs in order to manage. This may include minor adjustments to school timetables, split classes, a reduction in extracurricular activities, camps and excursions, or periods of larger group or supervised independent learning. Teachers may use online educational resources as part of their teaching at school.

These temporary adjustments support schools to ensure student learning is not impacted, and if any changes are made we will keep you updated.

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# TERM 2 LEARNING FOCUSES

Below is a brief overview of our learning focuses for Term 2.

| **English Focuses** | **Reading**Reading groups to develop fluency and expression (reading aloud, comprehension, vocabulary)Class novelIndependent/paired reading**Writing & Spelling*** Writing to inform (information reports); to explain (explanations); Poetry and literary devices

Modelled, shared and independent writingSpelling - patterns; sight words; plurals; homophonesGrammar - sentence structures; punctuation; paragraphs**Viewing*** BTN and other relevant and appropriate educational sites related to the curriculum

**Speaking & Listening** * Squiz Kids
* Verbal responses to texts
* Small group and whole class discussions
* presentations
* Peer feedback
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| **Math Focuses** | **Number and Algebra**Recognise, model, represent and order numbers to at least 1000Investigate the conditions required for a number to be odd or even and identify odd and even numbers Apply place value to partition, rearrange and regroup numbers to at least 1000 to assist calculations and solve problemsRecognise and explain the connection between addition and subtractionRecall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computationFinds unknown values in number sentences involving addition and subtractionCreates algorithms to investigate numbers and explore simple patternsRecognise and represent unit fractions including one- thirds, quarters, eighths, sixths, to further smaller fractions and their multiples in different ways; combine fractions with the same denominator to complete the whole**Statistics and Probability**Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the contextConduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest |
| **Unit of Inquiry** | **Who We Are (continued Weeks 1-6)***Central idea:* Safety and wellbeing is determined by a number of different factors. *Concepts:* Responsibility, Connection*Lines of inquiry:* * The things that make us feel safe and help our wellbeing.
* Community safety (Cyber, Road)

Approaches to learning:* Social skills
	+ Developing positive interpersonal relationships and collaborations skills.
	+ Developing social emotional intelligence.
* Thinking skills
	+ Reflection and metacognitive skills
* Self-management skills
	+ States of mind

**How The World Works (Continued Weeks 1-4)***Central idea:* * *Things change in response to adding or removing heat*

*Concepts:* Causation, form and change*Lines of inquiry:* * *A material can be found in different states; solid, liquid or gas*
* *Heat can come from many sources*
* *Heat is able to move from one object to another*
* *The shape of objects changes by adding or removing heat*

Approaches to learning:* Thinking skills
	+ Reflection and metacognitive skills
* Communication skills
	+ Exchanging information
	+ Literacy skills

**How We Organise Ourselves (Weeks 5-10)***Central idea:* * *Community members collaborate to create and follow rules*

*Concepts:* Form and Responsibility*Lines of inquiry:* * *The roles and responsibilities within a community*
* *The difference between a rule and a law*
* *What would happen without rules*

Approaches to learning:* Social skills
	+ Developing positive interpersonal relationships and collaborations skills.
	+ Developing social emotional intelligence.
* Research skills
	+ Media literacy skills
	+ Ethical use of media/literacy
* Self-management skills
	+ Organisation skills
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| **Specialist Focuses** | **Library**This term in the library, students are continuing to explore a range of fiction and non-fiction texts. Students will partake in author studies and discuss meaning and how ideas are presented through characters in texts. Students are encouraged to borrow library books each week. On their library day, please send your child to school with a library bag to protect their library books**Art**In art class this term, year 3 students will be continuing to learn about the use of visual conventions, such as the use of contrast, line, shape, texture, pattern, and colour to communicate ideas. They will be experimenting with a range of two-dimensional and three-dimensional art techniques including sgraffito using metallic wax crayons, making a mobile, portraiture, colour mixing and observational painting.**French**This term, in French class, students will keep working on how to introduce themselves. They will learn about body parts and they will be able to say how they feel. Students will also know how to say the date and the weather.  |

# TERM 2 CALENDAR

| ***Week 3*** | * **Tuesday 14 May -** Cross Country
* **Thursday 16 May** - Back up Cross Country day
* **Friday 17 May** - Book Fair will be open for parents/carers to visit
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| --- | --- |
| ***Week 4*** | * **Friday 24 May** - World Bee Day celebrations
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| ***Week 5******Reconciliation Week*** | * **Monday 27 May** - Reconciliation Day Public Holiday
* **Friday 31 May** - North Gungahlin Cross Country
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| ***Week 6*** |  |
| ***Week 7*** | * **Monday 10 June** - King’s Birthday Public Holiday
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| ***Week 8*** |  |
| ***Week 9*** |  |
| ***Week 10******NAIDOC Week (2-9 July)*** | * **Monday 1 July** - Reports Home
* **Friday 5 July** - Last Day of Term 2
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# WEEKLY TIMETABLE

What a week in **3KP** looks like:

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
|  | Library  | Art  |  |  |
| French  |

What a week in **3SH** looks like:

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
| Art | Library  |  |  |  |
| French |

What a week in **3RP** looks like:

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
|  | French | Art |  |  |
| Library  |  |

What a week in **3GC** looks like:

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
|  | Art |  |  |  |
|  | Library |  |  |  |
|  | PACH |  | French |  |

The Year 3 Team

Gabi, Sharon, Kate and Rashmi