










## 2018 Term Two Overview - Year Three

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><b><u>We are the Body of Christ</u></b> Students will explore the communal and celebratory nature of the Eucharist. They will examine the origins of the Eucharist in the Passover and the Last Supper. Students will be given the opportunity to consider the significance of the Mass in their own lives and the symbols, signs and rituals of each part of Mass. They will then be invited to participate in the Liturgy, celebrating the Eucharist.</p> 	<p><b><u>Reading</u></b> Identifies evidence within a text to justify their understanding.  Forms questions as a basis for research.  Uses keywords to scan for information in a variety of texts.  Collects appropriate information in a data chart.</p> <p><b><u>Writing</u></b>  Develops and expresses a point of view in a persuasive text.  Writes an informative text using research to gather information.  Uses spelling strategies to spell unknown words.  Punctuates writing accurately using full stops, capital letters and apostrophes.  Rereads and edits texts for meaning and appropriate structure.</p> <p><b><u>Speaking and Listening</u></b> Retells the main points of a short presentation.  Plans and delivers short presentations, using appropriate tone, pace, pitch and volume.  Uses sentence starters to reflect upon learning.</p>	<p><b><u>Number and Algebra</u></b> Recalls multiplication facts of twos, threes, fives and tens. Applies a variety of strategies to solve multiplication problems. Uses skip counting to support multiplication facts.</p>  <p><b><u>Measurement and Geometry</u></b> Measures, orders and compares the length of objects using metric units. Reads time to five minute intervals.</p>	<p><b><u>Passion Projects</u></b> Students will continue to study the design process and will have the opportunity to independently work on a multi-step project, setting short term goals and reflecting on these achievements.  Students will independently create a product, demonstrating their new learning and sharing this with an audience.</p> <p><b><u>Australian landscapes (from Week 6 onwards)</u></b> Explores the states and capital cities of Australia. Identifies and describes the characteristics of environment and landmarks in different locations.</p>  	<p><b><u>Emotions and Feelings</u></b> Identifies the emotional states of participants in social contexts. Identifies the difference between emotional states according to levels of energy and levels of pleasantness. Develops a 'tool box' of self calming strategies.</p>	<p><b><u>Physical Education</u></b> Forehand Strike - stance, step &amp; accuracy</p> <p><b><u>Visual Arts (Red &amp; Yellow)</u></b> Pattern &amp; Texture; Creating a poster about Melbourne</p>  <p>Clay Modelling - Making a tile</p>  <p><b><u>Italian (Green &amp; Blue)</u></b> <b>QUATTRO AMICI- Four friends</b> Revision of Numbers /greetings/introductions Revision Numbers 20-100 Adjectives Domestic pets Friends Singular/plural agreement</p> 

### SWPBS:

**Respectful** - I listen to all opinions

**Responsible** - I will only access sites online that I am happy to show my teachers, class and family.

**Resourceful** - I seek solution to problems.

**Safe** - I put resources away when I have finished with them.

**Learning Dispositions:** The following dispositions will be taught through all Curriculum areas: reflective, collaborative, curious, creative, flexible, self-motivated and persistent.