

# MARONITE COLLEGE OF THE HOLY FAMILY



*Grade Curriculum Notes: Year 3*

**2018**

# *Teaching Staff*

*Grade: Year Three*

*Grade Teachers: Ms Dibou  
Mrs Taouk  
Mrs Sadek  
Ms Monday*

*Integration Teachers: Mrs Maxwell  
Mrs Pamboukian*

*Stage 2 Coordinator: Ms Mallia  
EAL/D Teacher:*

*Arabic Teachers: Mrs Chalhoub  
Mrs Zaiter  
Mrs Farah  
Mrs Sassine*

*Learning Centre Supervisor: Ms Roumanus*

*Learning Support Staff: Mrs El Asmar*

## Curriculum Notes

Homework:

Your Child should be spending 60 minutes on homework each night.

- Spelling- children to revise their words each night and complete spelling activities.
- Students will receive English and Maths work to complete based on the topics being studied.
- Reading - Your child should be reading every night for at least 25 minutes.
- Revision and studying of class work.
- Arabic homework

Perfect homework reward: These rewards will be negotiated with the students by the class teacher.

Students will be participating in the following English and Mathematics activities throughout the year

English	<ul style="list-style-type: none"><li>• <b>Reading &amp; Viewing:</b> The students will participate in a variety of reading activities on a daily basis, including reading in groups, reading independently or with a teacher. At all times, students will be encouraged to read for meaning as well as apply a range of strategies for decoding unknown words. Reading groups are ability based in order to cater for students' learning needs.</li><li>• <b>Writing &amp; Representing:</b> Throughout the year, children will be exposed to a range of text types and develop writing skills in each of the genres. At all times, they are encouraged to self-correct before conferencing with a teacher.</li><li>• <b>Spelling:</b> The students have spelling homework every week as well as a spelling test. If students receive full marks two weeks in a row, they move up a quota level (an extra two words).</li><li>• <b>Speaking and Listening:</b> Speaking and listening are skills which the students will acquire in English as well as other Key Learning Areas. They will be encouraged to listen to instructions, information and fellow students in a variety of contexts. Students will have opportunities to give oral presentations in informal and formal situations in order to recognise the appropriateness of speech in different settings.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Students will be involved in hands on investigative activities which will cover the concepts from the Mathematics syllabus. Concepts covered will be: Whole Number, Addition and Subtraction, Multiplication and Division, 2 Dimensional Shapes and Angles</li></ul>

Students will be learning about the following topics throughout the year.

	Term 1	Term 2	Term 3	Term 4
Religion	- Jesus shares his Gifts -Jesus reaches Out -Journeying with Jesus	- Journey to Emmaus -Talking and Listening to God.	- Mary: A woman of Faith - Mission: Reaching out with Jesus	- Caring for God's creation -Advent: Making Promises -Christmas: The promise comes true
Geography/History/Science	Geography  Places are Similar & Different	Science and Technology  Melting Moments & Heating Up	History  Community & Remembrance	Science and Technology  Physical world Material world
Creative Arts	<b>Music:</b> Listening to and Comparing Music <b>Visual Arts:</b> Monet <b>Drama:</b> Holy Week Role-Plays	<b>Dance:</b> Dance and Movement in the Environment <b>Visual Arts &amp; Drama:</b> Puppet Making and Plays <b>Visual Arts:</b> Communication Technology Collage	<b>Visual Arts:</b> Where the Forest Meets the Sea <b>Drama:</b> Role Play <b>Music:</b> Music All Around the World	<b>Dance:</b> Creative Arts Dance <b>Visual Arts:</b> Mosaic Pictures <b>Drama:</b> The Birth of Jesus
PDHPE	Personal Development and Health -Safe Living  Physical Education -Gymnastics -Active lifestyle	Personal Development and Health -Safe Living  Physical Education -Athletics skills and games -Cricket	Personal Development and Health - Interpersonal Relationships and Personal Health  Physical Education- Soccer	Personal Development and Health - Interpersonal Relationships and Personal Health  Physical Education – T-Ball

The students will be in the following specialist classes throughout the year.

Learning Centre

3 Yellow – Monday 11:00 – 12:00

3 Lavender – Monday 11:00 – 12:00

3 Beige – Tuesday 11:00 – 12:00
3 Orange – Tuesday 11:00 – 12:00
Arabic
Monday – Friday 1:30-2:00

## Term 1 Curriculum Overview

*This is a term overview for the teaching and learning for each subject in Year 3 for Term 1.*

*Please make an appointment to speak to your child's teacher if you have any questions.*

KLA	Outcome Description	Unit Outline
English	<p><b>EN2-1A</b> plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.</p> <p><b>EN2-2A</b> plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p><b>EN2-3A</b> uses effective handwriting and publishes texts using digital technologies</p> <p><b>EN2-4A</b> uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p><b>EN2-5A</b> uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p> <p><b>EN2-6B</b> identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p><b>EN2-7B</b> identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p><b>EN2-8B</b> identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p> <p><b>EN2-9B</b> uses effective and accurate sentence structure, grammatical features,</p>	<p><b>Focus text for Term 1</b></p> <p><i>Bernard was a Biekie</i> – by Val Marshall and Bronwyn Tester</p> <p><i>The Giraffe and the Pelly and Me</i> – by Roald Dahl</p> <p>Multimodal Image: <i>Australia</i></p> <p>Students will be using computers/ laptops to publish their writing to incorporate technology in the classroom.</p> <p>They listen to, read, view, discuss, interpret and create Imaginative and Persuasive texts with a focus on describing settings and characters and complex sequences of events.</p> <p>Students use different text structures depending on the purpose of the text. They use language features, images and vocabulary.</p> <p>Students will be looking at the various language features required in these text types, such as time connectives, conjunctions, verbs and prepositions.</p> <p>Students create a range of texts for familiar and unfamiliar audiences. They use grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.</p> <p>Students will use their knowledge of letter-sound correspondences to spell familiar and unfamiliar words in their writing.</p>

	<p>punctuation, conventions and vocabulary relevant to the type of text when responding to and composing texts</p> <p><b>EN2-10C</b> thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p><b>EN2-11D</b> responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p> <p><b>EN2-12E</b> recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p>They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately. Students use language features to link and sequence ideas. They use language to express feelings and opinions on topics.</p> <p>They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p> <p>Students will be communicating in formal and informal classroom activities by participating in class discussions, following directions and listening to more complex topics.</p> <p>Each week students will receive a home reading book and borrow two books from the Library.</p>
Mathematics	<p><b>Number and Algebra- Whole Number</b></p> <p><b>MA2-1WM</b> uses appropriate terminology to describe, and symbols to represent, mathematical ideas</p> <p><b>MA2-2WM</b> selects and uses appropriate mental or written strategies, or technology, to solve problems</p> <p><b>MA2-3WM</b> checks the accuracy of a statement and explains the reasoning used</p> <p><b>MA2-4NA</b> applies place value to order, read and represent numbers of up to five digits</p> <p><b>Number and Algebra- Addition and Subtraction</b></p> <p><b>MA2-1WM</b> uses appropriate terminology</p>	<p><b>Number and Algebra-Whole Number:</b></p> <p>Students; recognise, model, represent and order numbers to at least 10 000. State the 'place value' of digits in numbers of up to four digits. Use place value to compare and explain the relative size of four-digit numbers. Describe the number before as 'one less than' and the number after as 'one more than' a given number. Arrange numbers of up to four digits in ascending and descending order. Count forwards and backwards by tens and hundreds on and off the decade and round numbers to the nearest ten, hundred or thousand.</p> <p><b>Number and Algebra- Addition and Subtraction:</b></p> <p>Students discuss and compare different methods of addition and subtraction.</p>

	<p>to describe, and symbols to represent, mathematical ideas</p> <p><b>MA2-2WM</b> selects and uses appropriate mental or written strategies, or technology, to solve problems</p> <p><b>MA2-3WM</b> checks the accuracy of a statement and explains the reasoning used</p> <p><b>MA2-5NA</b> uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers</p> <p><b>Number and Algebra- Multiplication and Division</b>  <b>MA2-1WM</b> uses appropriate terminology to describe, and symbols to represent, mathematical ideas</p> <p><b>MA2-2WM</b> selects and uses appropriate mental or written strategies, or technology, to solve problems</p> <p><b>MA2-3WM</b> checks the accuracy of a statement and explains the reasoning used</p> <p><b>MA2-6NA</b> uses mental and informal written strategies for multiplication and division</p> <p><b>Measurement and Geometry- 2 Dimensional Shapes</b>  <b>MA2-1WM</b> uses appropriate terminology to describe, and symbols to represent, mathematical ideas</p> <p><b>MA2-3WM</b> checks the accuracy of a statement and explains the reasoning used</p> <p><b>MA2-15MG</b> manipulates, identifies and sketches two-dimensional shapes,</p>	<p>They recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. Students apply known single-digit addition and subtraction facts to mental strategies for addition and subtraction of two-, three- and four-digit numbers. Students are exposed to mental and written strategies for addition and subtraction. These include: jump strategy, split strategy, compensation strategy, using patterns to extend facts, bridging the decades, forming multiples, partitioning numbers, estimating and using algorithms.</p> <p><b>Number and Algebra- Multiplication and Division</b>  Students link multiplication and division facts using groups or arrays. Recall multiplication facts of two, three, five and ten and related division facts. Count by twos, threes, fives or tens using skip counting. Use mental strategies to recall multiplication facts for multiples of two, three, five and ten. Apply the inverse relationship of multiplication and division to justify answers and select, use and record a variety of mental strategies, and appropriate digital technologies, to solve simple multiplication problems</p> <p><b>Space and Geometry- Two Dimensional Shapes:</b>  Students will compare and describe features of two-dimensional shapes, including the special quadrilaterals, parallelograms, rectangles, rhombuses, squares, trapeziums and kites. They will manipulate, compare and describe features of two-dimensional shapes. Students will identify right angles in squares and rectangles, draw</p>
--	---	---

	<p>including special quadrilaterals, and describes their features</p> <p><b>Measurement and Geometry- Angles</b>  <b>MA2-1WM</b> uses appropriate terminology to describe, and symbols to represent, mathematical ideas</p> <p><b>MA2-16MG</b> identifies, describes, compares and classifies angles</p>	<p>representations of regular and irregular two-dimensional shapes and determine and determine any lines of symmetry in these shapes.</p> <p><b>Measurement and Geometry- Angles</b>  Students identify angles as measures of turn, compare angle sizes in everyday situations and identify 'perpendicular' lines in pictures or designs.</p>
Religion	<p><i>Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings.</i></p> <p><i>The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta</i></p> <p><b>Jesus shares his gifts</b></p> <p><b>01</b>-identify ways in which people use their gifts to serve others in their family, school, parish and community</p> <p><b>02</b>-describe how Jesus used his special gifts to serve others</p> <p><b>03</b>-explain why God gives different people different gifts</p> <p><b>04</b>-affirm the gifts of others and suggest ways in which they can use their gifts to serve others.</p> <p><b>LENT – Reaching Out</b></p> <p><b>01</b>-Explains how the celebration of Lent provides opportunities for personal growth in faith and challenges us to reach out to others.</p> <p><b>02</b>- Recall stories in which Jesus reached out to others in loving service.</p> <p><b>03</b>-Formulate a plan of action aimed at reaching out to others.</p>	<p>Students will learn about Jesus and his gift of healing and forgiveness. They will identify their own gifts and talents and list ways in which they can serve others using these traits.</p> <p>Students will also research organizations that serve the less fortunate such as ‘Maronites on Mission’.</p> <p>Students will learn about the Maronite faith. They will take part in learning experiences on the life and teachings of St Joseph and St Rafqa. They will also take part in commemorating the following feast days; St Maroun (9th February) St Rafqa (23<sup>rd</sup> March) and St Joseph (19<sup>th</sup> March).</p> <p>They will also focus on various miracles Jesus performed.</p>



	<p><b>Journey with Jesus-Easter/ Holy Week</b></p> <p><b>01-</b>Identify the key elements of Holy Week.</p> <p><b>02-</b>Recount times when Jesus reached out to others during his last journey in Holy Week.</p> <p><b>03-</b>Compare and contrast the response of various people to the suffering of Jesus.</p>	<p>Students will learn about the season of Lent, Holy Week and Easter. The Children will role play The Last Supper, write a reflection and discuss the feelings Jesus may have felt throughout the season of Lent and the lead up to his Resurrection.</p>
Geography	<p><b>Geography- Places are Similar &amp; Different</b></p> <p><b>GE 2-1</b>Examine features and characteristics of places and environments</p> <p><b>GE 2-2</b>Describe the ways people, places and environments interact</p> <p><b>GE 2-3</b>Examine differing perceptions about the management of places and environments</p> <p><b>GE 2-4</b>Acquire and communicate geographical information using geographical tools for inquiry</p>	<p><b>Geography- Places are Similar &amp; Different</b></p> <p>Students will;</p> <p>Investigate Australia's major natural and human features</p> <p>Investigate the climates of different places</p> <p>Investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there</p> <p>Investigate how the protection of places is influenced by people's perception of places</p>
Geography (Learning Centre)	<p><b>Geography- Places are Similar &amp; Different</b></p> <p><b>GE2-1</b> examines features and characteristics of places and environments.</p> <p><b>GE2-2</b> describes the ways people, places and environments interact.</p> <p><b>GE2-3</b> examines differing perceptions about the management of places and environment.</p> <p><b>GE2-4</b> acquires and communicates geographical information using geographical tools for inquiry.</p>	<p><b>Geography- Places are Similar &amp; Different</b></p> <p>Students will be partaking in a guided investigation. They will describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. Students recognise that people have different perceptions of places and how this influences their daily life and varying settlement patterns.</p> <p>Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables</p>

		and simple graphs and the location of places their characteristics on labelled maps that use the cartographic conventions.
Personal Development, Health & Physical Education	<p><b>Personal Development and Health- Safe Living</b></p> <p><b>SLS2.13</b> Discusses how safe practices promote personal wellbeing.  <b>PSS2.5</b> Uses a range of problem-solving strategies.  <b>COS2.1</b> Uses a variety of ways to communicate with and within groups.  <b>DMS2.2</b> Makes decisions as an individual and as a group member.  <b>V4</b> Accepts responsibility for personal and community health.</p> <p><b>Physical Education- Gymnastics &amp; Active lifestyle</b></p> <p><b>GYS2.10</b> Demonstrates control in performing sequences of introductory gymnastic movements  <b>ALS2.6</b> Discusses the relationship between regular physical activity and health  <b>MOS2.4</b> Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.  <b>GSS2.8</b> Participates and uses equipment in a variety of games  <b>V5</b> Willingly participates in regular physical activity</p>	<p><b>Personal Development and Health- Safe Living</b></p> <p>The unit will focus on the importance of staying safe in various environments. The students will look at Personal Safety, Home and Rural Safety as well as School and Play Safety. The students will learn about Emergency procedures.</p> <ul style="list-style-type: none"> <li>• Personal Safety</li> <li>• Home &amp; Rural Safety</li> <li>• School &amp; Play Safety</li> <li>• Emergency Procedures</li> </ul> <p><b>Gymnastics:</b> Trained coaches from Dance Fever will come and lead students to acquire a series of gymnastic skills including non-locomotor skills, locomotor skills, elements of movement and composition.</p> <p><b>Active Lifestyles:</b> Students will participate in minor games, dance and movement with a high level of participation in activities such as: circuits, aerobics, obstacle courses and power walking. The students will learn safe stretching techniques they will use throughout the year.</p>
Creative Arts	<p><i>Students will be participating in a range of activities that will enhance their understanding and ability in the areas of Music, Visual Arts and Drama.</i></p> <p><b>Music: Listening and Comparing Music</b>  <b>MUS2.1</b> Sings, plays and moves to a range of music demonstrating a basic knowledge of musical concepts</p>	<p><b>Music: Listening and Comparing Music</b>  In Music they will explore musical concepts and compose their own musical pieces.</p>

	<p><b>MUS2.2</b> Improvises musical phrases, organises sounds and explains reasons for choices</p> <p><b>MUS2.4</b> Identifies the use of musical concepts and musical symbols in a range of repertoire</p> <p><b>Visual Arts: Monet</b></p> <p><b>VAS2.1-</b> Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</p> <p><b>VAS2.2-</b> Uses the forms to suggest the qualities of subject matter.</p> <p><b>VAS2.3-</b> Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <p><b>VAS2.4-</b> Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.</p> <p><b>Drama: Holy Week</b></p> <p><b>DRAS2.1-</b> Takes on and sustains roles in a variety of drama forms to express meaning in a wider range of imagined situations.</p> <p><b>DRAS2.2-</b> Builds the action of the drama by using the elements of drama, movement and voice skills.</p> <p><b>DRAS2.3-</b> Sequences the action of the drama to create meaning for an audience.</p> <p><b>DRAS2.4-</b> Responds to, and interprets drama experiences and performances.</p>	<p><i>Musical concepts: Duration, Pitch, Dynamics, Tone Colour, Structure</i></p> <p><i>Repertoire: Vocal Music, Instrumental Music</i></p> <p><b>Visual Arts: Monet</b></p> <p>The students will be taught various art techniques to create different art pieces that link to the Geography unit of work. Some of these activities include appreciating artworks and discussing how different effects have been achieved when producing art.</p> <p>They will also be involved in creating collages, painting and drawing.</p> <p>Students will develop their knowledge of a famous artist (Claude Monet) and his artwork then apply their skills to produce similar pieces of art.</p> <p><i>Artforms: Objects, Places and Spaces, Drawing, Painting</i></p> <p><b>Drama: Holy Week</b></p> <p>In Drama they will combine their knowledge of Holy Week to create a performance based on a particular event.</p> <p><i>Drama forms: Story Telling, Readers Theatre</i></p> <p><i>Elements: Symbol, Focus, Space</i></p>
--	--	--