



*Howayek Providence Limited trading as*  
**MARONITE COLLEGE OF THE HOLY FAMILY**

**YEAR 3 TERM 1 OVERVIEW 2020**

Dear Parents and Guardians,

Welcome to Term 1. Listed below is a summarised outline of the topics and content we will be covering in our grade. Information pertaining to all other aspects of the grade has also been included to help you organise and support your child's learning.

We look forward to working in collaboration with you throughout year.

**Teaching Staff**

<b>Head of Primary</b>	Mr Dean Day
<b>Stage Coordinator</b>	Mr Anthony Bechara
<b>Class Teachers</b>	Mrs Bridgette Ramsey 3 Beige Ms Sue Monday 3 Lavender Ms Souad Assaf 3 Yellow Mr John Munce 3 Orange
<b>Special Needs Coordinator</b>	Mr Christopher Perret
<b>Integration Teacher/s</b>	Mrs Suzy Lal
<b>Support Teacher/s</b>	Mrs Emma Nemer and Mrs Giselle Harb
<b>Learning Centre Coordinator</b>	Ms Anne LeMerle
<b>Arabic Staff</b>	Mrs Marie Zaiter Mrs Laura Chalhoub Mrs Francine Farah Mrs Denise Fares

**Daily Routines**

<b>Monday</b>	<b>Library Borrowing:</b> 3 Lavender ; <b>ICT:</b> 3 Beige
<b>Tuesday</b>	<b>Library Borrowing:</b> 3 Orange, 3 Yellow; <b>ICT:</b> 3 Lavender
<b>Wednesday</b>	<b>Sport :</b> All Year 3 Classes; <b>ICT:</b> 3 Orange; <b>Library Borrowing:</b> 3 Beige
<b>Thursday</b>	<b>Library Borrowing:</b> 3 Beige
<b>Friday</b>	<b>ICT:</b> 3 Yellow

## Important Information

- **Student Absences** – A note or medical certificate is required when a student is absent from school. For prolonged illnesses, notification to the main office is also required. When your child is absent from school please send a prompt note to the classroom teacher on their return to school.
- **Parent and Teacher Meetings** - Please make an appointment through the main office if you would like to meet to discuss any aspect of your child’s learning. It is requested that parents not speak to any teacher in the morning during assembly or whilst on class.
- **Borrowing** – Please ensure all students have their library bags on their given Library Borrowing day.
- **Homework** – Homework is compulsory. If your child is unable to complete their homework due to unforeseen circumstances, please provide a note to their classroom teacher.
- **Money Collection** – When sending any money to school with you child please ensure that it is in a sealed envelope with your child’s name clearly written on it.
- **Crunch and Sip** – As part of our daily routine students eat a piece of fruit and/or vegetable every morning, with plenty of water to drink. Please provide this for your child each day.

## Curriculum Overview

Key Learning Area	Unit Outline
Religion	<p><b>Jesus Shares His Gifts 23C1</b> -In this unit, students consider how other people use their gifts in service of others. As well as studying how Jesus used his gifts in ministering to others, student wills study St Paul’s reflections on the diversity and ultimate purpose of God’s gifts to his people. Finally, students propose ways they and others can use their gifts in service of others. This should affirm students’ own giftedness and help them understand that these gifts are to be developed in service of others.</p> <p><b>Lent: Reaching Out 23C2</b> - In this unit students will explore that Jesus touched others through his relationships, actions, feelings, healing, lifestyle and word.</p> <p><b>Easter Triduum - Journeying with Jesus 23C3</b> - In this unit the students will recall that Jesus reached out and touched others and others reached out and touched Jesus during his last journey: The Way of the Cross.</p>
English	<p>The students will listen to, read, view, discuss, interpret and create Imaginative and Persuasive tests with a focus on describing settings and characters and complex sequences of events.</p> <p>The students will use different text structures depending on the purpose of the text. They will use language features, images and vocabulary.</p> <p>They will read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.</p> <p>They will identify literal and implied meaning connecting ideas in different parts of a text. They will select information, ideas and events in texts that relate to their own lives and to other texts.</p> <p>They will listen to others’ views and respond appropriately. Students use language features to link and sequence ideas.</p>

	<p>They will use language to express feelings and opinions on topics. Students to create a range of texts for familiar and unfamiliar audiences.</p> <p>They will contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p> <p>They will use grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.</p>
<p>Mathematics</p>	<p>Students will be assessed on the following topics at the end of each unit through teacher observations, student work samples, teacher dialogue with students, completion of written tasks and topic tests.</p> <p><b>Number and Algebra- Whole Number</b> The students will complete a written topic test on Whole Number. The class will then revise the assessment together to consolidate student understanding</p> <p><b>Number and Algebra- Addition and Subtraction</b> The students will complete a written topic test on addition and subtraction. The class will revise the assessment together to consolidate student understanding.</p> <p><b>Number and Algebra- Multiplication and Division</b> Teacher provides students with multiplication and division problems. Students show their understanding of different strategies for solving multiplication and division e.g. arrays, repeated addition and inverse operations.</p> <p><b>Measurement and Geometry- 2 Dimensional Shapes</b> Students create shapes using resources; Dive into Shapes, Geo Boards and Tangrams. Students identify the name of the shapes they used and each shapes' properties. Students will share with the class and will be assessed on their understanding of 2 Dimensional shapes.</p> <p><b>Measurement and Geometry- Angles</b> Students collect a variety of pictures from magazines or the internet that show various angles. These are to be glued onto A3 paper. Students are also to label the parts of each angle (arm, opening, vertex)</p>
<p>History/Geography/ Science &amp; Technology</p>	<p><b>Geography:</b></p> <p>Students will examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They will explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students will consider how people's perceptions of places are the basis for actions to protect places and environments</p> <p>Students will be completing a research task (in school assessment task) in week 7 and 8 on a chosen country. Students must show the similarities and differences between Australia and their chosen country. Information should include:</p> <ul style="list-style-type: none"> <li>- Name of country, Population, Rural or City Environments, Location on the world map, Culture, national dress, Religion, Climate (include climate map), School life, Daily life, Human features, Natural features.</li> <li>- How do the people protect their place?</li> <li>- List of Similarities and Differences between Australia.</li> </ul> <p>Students can present their information using PowerPoint presentation or posters. They will be assessed on their ability to research and deliver acquired information</p>

Personal Development,  
Health and Physical  
Education

**How can I form positive relationships while moving?**

In this unit students will further explore the qualities that contribute towards developing and maintaining positive caring relationships. They will apply a variety of interpersonal skills across many contexts and examine how they may be used differently. This includes in a physical activity space, in the local community, at home and school.

Creative Arts

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.

**Visual Arts: Week 1-5**

In **Visual Arts**, the students will develop their knowledge of a famous artist (Claude Monet) and his artwork then apply their skills to produce similar pieces of art.

**Drama Week 6- 8**

Students will engage in a series of drama lessons based on the picture Book 'Noah Dreary' by Aaron Blabey. It provides students with opportunities to develop dramas in which they can construct and reflect on social values in order to learn more about the world in which they live and about the people that inhabit it with them. Students' interests, knowledge and understanding is extended using dramatic forms and elements.