

ENGLISH	Examining information reports In this unit students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary. Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features. Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.
MATHS	As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: - manipulate numbers using a range of strategies, including partitioning and regrouping, that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system - develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5 and 10 multiplication facts through games and meaningful practise - use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning - make estimates when solving problems to determine the reasonableness of calculations when checking the solution - recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations - identify everyday situations, when using metric units to measure and compare events and duration.
SCIENCE	Biological Sciences: Living Things In this unit, students use provided scaffolds to classify and compare living and non-living things. They explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply. For example, fire appears to have some characteristics in common with living things but is non-living. Students examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals. They are supported to use more sophisticated ways of identifying patterns and relationships, such as using tables and models to relate physical characteristics of living things with their activity at different stages of their life cycle. They use digital photographs, concrete materials and drawings to represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages. Students explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs and other animals.
HASS	Our unique communities In this unit students: - identify individuals, events and aspects of the past that are significant in the present - identify and describe aspects of their community that have changed and remained the same over time - explain how and why people participate in and contribute to their communities - identify a point of view about the importance of different celebrations and commemorations to different groups - pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions - sequence information about events and the lives of individuals in chronological order - communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.
TECHNOLOGY	What's for lunch? In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.
HPE	In PE lessons, Year 3 students will focus on developing and refining movement skills and movement sequences related to the performance of athletic movements as students prepare for running, jumping and throwing events.
HEALTH	Year 3 students are completing their health unit, 'Nettiquette and Online Protocols', in which students interpret health messages related to online safety and discuss the influences on safe online choices. They describe the connections and benefits students have within an online community and identify resources available to support their online safety.
THE ARTS	Music - Let's celebrate, let's remember In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Dance In this unit, students explored Japanese culture and created dances that made meaning through movement.
HOMEWORK	Homework tasks will be aligned with the key learning areas of maths and literacy and are designed to consolidate concepts learnt each week. Homework is due on Fridays.
EVENTS	24 April ANZAC Day Service 25 April ANZAC Day 7 May Mothers' Day Stall 14 May Book Fair commences 27 May National Simultaneous Storytime 27 May Reconciliation Week commences 1 June Year 2 & 3 Amaroo Excursion 11 June Interhouse Athletics Carnival 22 June Report Cards go home