



LEARNING AREA CONTENT

English

Students will read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. Students will describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary, and how visual features extend meaning. Students will create written and multimodal texts to inform, audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They will use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and/or visual features.

Reading

Reading focus is on the explicit teaching of phonics across P-6.

Writing

Explicit teaching of spelling, grammar, genre structure.

Assessment Outline:

Reading- Students will independently read a text and answer related comprehension questions.

Writing – Students will choose a topic of interest and produce an informative text.

Maths

Number:

- Partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations.
- Extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers.
- Make estimates and determine the reasonableness of financial and other calculations.
- Use mathematical modelling to solve practical problems involving single-digit multiplication, recalling multiplication facts for twos, fives and tens, and using a range of strategies.

Measurement (Time):

- Estimate, compare and measure the duration of events using formal units of time.

Assessment Outline:

- **Assessment task 2.1** — Using mathematical modelling, makes estimates and additive strategies to solve problems
- **Assessment task 2.2** — Estimating, measuring and comparing duration of events

Science

Students will describe the observable properties of soils, rocks and minerals and describe their importance as resources. They will identify solutions that use scientific explanations.

Assessment Outline:

Students will create a brochure to demonstrate their understanding of this unit.

HASS

Students will identify and describe commemorations for different groups. Students will explain how and why people participate in and contribute to their communities. As part of this unit we will be looking at the significance of ANZAC Day. Students will also identify and describe aspects of their community that have changed and remained the same over time

Assessment Outline:

A portfolio of work to demonstrate knowledge of celebrations and commemorations for different groups and continuities and changes of their community overtime.

Design Technology

Students will explore and describe a range of digital systems and their peripherals for a variety of purposes. Students will explore transmitting different types of data between digital systems.

Assessment Outline:

A portfolio of work is being collected over the semester.

The Arts

During Classroom Music lessons this term, all students will be revising fundamentals of rhythm and pitch. Year 3 students will be learning to read and play basic rhythms through games and percussion instruments such as bucket drumming. Matching pitch will be addressed through singing games and boom whackers. Simple note reading will also be a minor focus when learning to play chime bars. All learning will be practical and fun.

Assessment Outline:

There will be no assessment for this semester.

Physical Education and Health

PE: Athletics

Health: The learning intention for Health this term, is for students to interpret health information to apply strategies to enhance their own and others health, safety, relationships and wellbeing.

Assessment Outline:

Students will use decision-making skills to select strategies to stay healthy and active.

Our Vision:

Every student realising their potential ie, learning, achieving and flourishing.

Our Mission:

Empowering students to be 'Good at learning and Good at life'.

At Eimeo Road State School we nurture a culture of trying.

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DIARIES

Eimeo Road State School student diaries have been specially designed –

- **To travel between school and home every day.**
- For use as a teaching and learning resource. The junior diary includes a reading log for each week. The senior diary allows students to write and reflect on their personalised learning goals.
- To support a safe and disciplined learning environment:
 - Our diary clearly sets out our school expectations around being safe, being a learner and being responsible.
 - To support social and emotional learning including Zones of Regulation.
 - For use as a communication tool between school and home. If your child is struggling or has had a bit of a bumpy morning, parents can write “handle with care” into the diary. Teachers will know that your child needs a little more care and attention than usual that day.

IPADS AND DIGITAL TECHNOLOGIES

Fully charged iPads are to come to school every day.

In addition to iPads being used in classrooms across all learning areas, students will participate in specialised Digital Technologies lessons. This learning area helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information.

Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process.

Dates to Remember

April

25th	ANZAC Day Public Holiday
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May

9th	Mother’s Day morning
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13th – 16th	Book Fair
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June

4 th -5 th	Athletics Carnival
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19 th	Mackay Show Holiday
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Week 10	Report Cards
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27 th	Last Day of Term 2
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Weekly Timetable for 3L

Monday	
Tuesday	HPE and Music
Wednesday	Digital Technologies and Library
Thursday	
Friday	Health
Daily	Homework Diaries to be returned to class

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