



TERM 1 OVERVIEW

Wagara (YEAR 3)

Welcome to term 1 of Year 3 for 2025! This overview is designed to outline what our classes will be engaged in this term.

Year 3 Teachers: Kate Perkins, Sharon Hickey, Loren Franklin

Specialist Teacher/s: Chrystel Wille (French), Sarah Buckley (Art), Amy (Personal and Community Health/PACH)

School leader for Year 3: Vidhya Saravanan (Week 1 to week 4, Term 1)

GENERAL INFORMATION

- ❖ Drop off should not be before 8.45am as supervision is limited up until that time as teachers and learning support staff get ready for the day.
- ❖ If you arrive before 8.45am, you will need to wait with your parents/carers (juniors) or sit down in the senior courtyard (seniors).
- ❖ If you arrive later than 9.10am, you will need to sign your child in at the front office.
- ❖ Our 'Kiss and Drop' on Sherbrooke St operates for all students from 8.40–9.00am and from 3.00pm for dropping students to school and picking them up in the afternoon. Students in kindergarten to year 2 are assisted to get to their drop-off point in the morning and to 'Kiss and Drop' in the afternoon.
- ❖ Please do not drop students, without getting out of your car, at other areas of the school, particularly along Sherbrooke St. We understand that students may have to walk slightly further from the 'Kiss and Drop' area, but dropping them in other locations causes congestion for families who need to have the adult assistance getting out of the car and can cause safety issues with families walking and riding to school.
- ❖ Our break times will be:
 - ❖ In-class eating time - 10:50am - 11:00am
 - ❖ Break 1 - 11:00am - 11:45am
 - ❖ In-class eating time - 1:05pm - 1:15pm
 - ❖ Break 2 - 1:15pm - 1:45pm
- ❖ Please ensure that your child brings the following **labelled** items to school each day:
 - ❖ A sun smart hat
 - ❖ A drink bottle
 - ❖ Sensible enclosed shoes for sport/P.E

MONDAY MORNING YARN UP

Every Monday, we have our whole school Yarn Up to start the week. All classes from Kinder to Year 6 will need to line up behind their class name in the senior courtyard after the bell. Monday Morning Yarn Up involves the school sharing messages about lunchtime clubs, any upcoming events or other activities for the school and will be led by the year 6 Student Leaders (from later this term). It is also a lovely chance for us to acknowledge students and staff and hand out certificates or ribbons from whole school events.

Students in Kindergarten to Year 2 should not go to the junior playground on Monday mornings but should head to the senior courtyard. Teachers from the junior school have practised with the students where they go and will be there to greet them on Monday mornings when the bell rings. We will also assist anyone who uses the Kiss and Drop area, or who catches a bus.

All students in K-6 can be dropped off to the senior courtyard from 8.45am and can place their bags behind the sign for their class. They can then play in the courtyard until the bell goes. When the bell goes, all students then sit in their lines and wait for the Yarn Up to start.

All classes then head off for their learning for the day from morning lines.

COMMUNICATION

We would like to support families by reminding you about the best ways to communicate with us. Please read below to see the different reasons you may have for contacting the school and the processes you use for each situation. Just a reminder that messaging on Class Dojo is no longer being used here at North Ainslie Primary School.

This week you will receive a fridge magnet with the best contacts as a quick and easy reference.

We update families on what is happening at our school in a number of ways from information nights, emails, notes, newsletters, and Dojo. We encourage you to stay in touch with what is happening in our school through these channels.

Remember that our front office is a vital part of our communication strategy and is often a great first port of call. They can be contacted:

- ❖ by phone on 61420760 or
- ❖ via an email to admin@nthainslieps.act.edu.au

By using these processes, you also ensure the right information is getting to the right staff member in the most timely and efficient manner.

Staff responding to communication

Communication with parents and carers is important to us and our staff will always work to get back to your enquiries within a reasonable timeframe. We aim to do this within three working days. There is no expectation that

COMMUNICATING WITH NAPS

ABSENCES

- Use the **Parent Portal** (can be used for past, present and future absences)
- Email absence@nthainslieps.act.edu.au
- Respond to the **SMS** from the school

APPOINTMENTS AND EARLY PICKUPS

- Please email the front office using the absence email address: absence@nthainslieps.act.edu.au
- They will then communicate with their class teacher
- For an unexpected pickup, please phone the front office on **61420760**

STUDENT SPECIFIC INFORMATION

- For any information regarding your child, please contact their class teacher via email first.name.surname@ed.act.edu.au

FOR ALL OTHER ENQUIRIES OR CONCERNS

Please contact the front office via phone or the admin email address (please do not use the absence email):

- Phone: **61420760**
- Email: admin@nthainslieps.act.edu.au

teachers respond to queries from families during their personal and family time. If your matter is urgent, please contact the front office rather than the classroom teacher. This will ensure we can get back to you as quickly as possible.

STAYING HOME IF UNWELL

We remind families that if your child becomes unwell to please not send them to school until their symptoms have resolved.

Unfortunately, short-term staff absences due to illness can have an impact on the way we run our schools – and in some cases schools may need to temporarily adjust the delivery of programs in order to manage. This may include minor adjustments to school timetables, split classes, a reduction in extracurricular activities, camps and excursions, or periods of larger group or supervised independent learning. Teachers may use online educational resources as part of their teaching at school.

These temporary adjustments support schools to ensure student learning is not impacted, and if any changes are made we will keep you updated.

TERM 1 LEARNING FOCUSES

Below is a brief overview of our learning focuses for Term 1.

English Focuses

❖ Reading

During this term, Students build their ability to read with fluency, expression and confidence. This is achieved by reading aloud, exploring a variety of comprehension strategies and responding to a range of fiction and non-fiction texts. The class novel will be read daily, with the intention to expose students to a range of quality text types written by a variety of authors. Students will be given time everyday to read independently and with a partner in order to develop their reading stamina.

❖ Writing & Spelling

Students will be writing daily; including explicit guided writing lessons, independent quick writes, responses to reading texts and gathering information during our Units of Inquiry. Students will focus on the structures and languages used in narratives (fiction stories) and persuasive texts. They will be encouraged to recraft their simple sentences by including additional details and increasingly complex vocabulary. Students will be supported to recraft and edit their writing, including how to use a dictionary or thesaurus to enrich their ideas. During spelling, students will explore base words and related word families and identify patterns within words, with a particular focus on long vowel sounds.

❖ Viewing

Year Three will view age appropriate BTN (Behind the News) clips, along with other relevant and suitable educational sites to learn information about subject-related topics.

❖ Speaking & Listening

To develop their listening skills as a Communicator, students will be regularly listening to Squiz Kids, a children's podcast of engaging and age appropriate national and international news. Students will also have the opportunity to participate in partner, small group and whole class discussions and give peer feedback and verbal responses to texts.

Math Focuses

Number and Algebra - In term 1, students will strengthen their number understanding by recognising, modelling, representing and ordering numbers to at least 1000. They will apply place value to partition, rearrange and regroup numbers to at least 1000 to assist calculations and solve problems. Students will recognise and explain the connection between addition and subtraction. They will have the opportunity to recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. Students will use the properties of odd and even numbers to find if the answers are reasonable.

Statistics and Probability - Students will collect data, organise into categories and create displays in a variety of formats such as lists, tables, picture graphs and simple column graphs. They will interpret their own data and/or any given data and compare them.

Unit of Inquiry

❖ Who We Are (3 - 10 continued in Term 2)

Central idea: Safety and wellbeing is determined by a number of different factors

Concepts: Responsibility and Connection

Lines of inquiry:

- The things that make us feel safe and support our wellbeing
- Community safety and connection

Approaches to learning: Social skills and thinking skills

❖ How the World Works (6 - 10)

Central idea: Things change in response to adding or removing heat

Concepts: Connection and change

Lines of inquiry:

- A material can be found in different states - solid, liquid or gas
- Heat can come from many sources
- Heat is able to move from one object to another
- The shape of objects changes by adding or removing heat

Approaches to learning: Thinking skills and communication skills

Specialist Focuses

❖ **French** - Students will review basic greetings including how to introduce themselves and say their age. They will be able to say how they are feeling. Students will count in French from 1 to 20. They will learn about where French is spoken, with a particular focus on one francophone country.







❖ **PACH** - Students will learn about the different properties of soil, and the three main varieties of rocks in our environment. They will also care for the school garden and participate in the school's sustainability practices of recycling and composting.







❖ **Art** - In art class this semester, year 3 students will be learning about the use of visual conventions, such as the use of contrast, line, shape, texture, pattern, and colour to communicate ideas. They will be experimenting with a range of two-dimensional and three-dimensional art techniques including painting, drawing, clay modelling and collage.





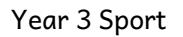

TERM 1 CALENDAR

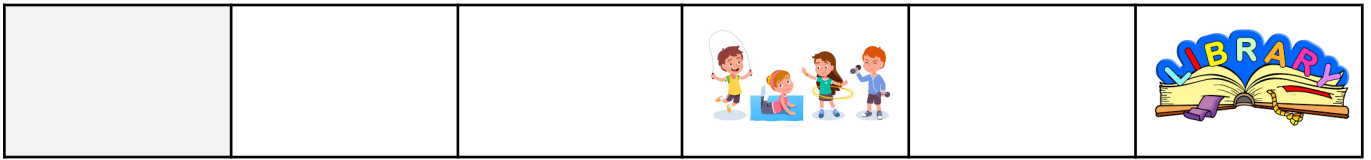
<p>Week 3 Mon 17 - Fri 21 Feb</p>	<ul style="list-style-type: none"> • Getting to Know You Interviews (Kinder to year 6)
<p>Week 4 Mon 24 - Fri 28 Feb</p>	<ul style="list-style-type: none"> • Fire Evacuation Drill (Tuesday) • Principal Coffee Chat 9am (Friday) • Year 6 Hosting Assembly 12:30pm (Friday)
<p>Week 5 Mon 3 - Fri 7 Mar</p>	<ul style="list-style-type: none"> • ILP Meetings
<p>Week 6 Mon 10 - Fri 14 Mar</p>	<ul style="list-style-type: none"> • Canberra Day Public Holiday (Monday) • Active Street Community Design Consultation 5:30pm (Tuesday) • NAPLAN week (Year 3 and year 5) (Begins Wednesday) • Year 5 Hosting Assembly 12:30pm (Friday)
<p>Week 7 Mon 17 - Fri 21 Mar</p>	<ul style="list-style-type: none"> • NAPLAN week (Year 3 and year 5) • School photos (Wednesday and Thursday) • Harmony Day (Friday)
<p>Week 8 Mon 24 - Fri 28 Mar</p>	<ul style="list-style-type: none"> • Principal Coffee Chat 9am (Friday) • Year 4 Hosting Assembly 12:30pm (Friday)
<p>Week 9 Mon 31 Mar - Fri 4 Apr</p>	<ul style="list-style-type: none"> • Progress Interviews (Monday - Thursday) • District Swimming Carnival (Wednesday)
<p>Week 10 Mon 7 - Fri 11 Apr</p>	<ul style="list-style-type: none"> • School Cross Country Carnival (Wednesday) • Year 3 Hosting Assembly 12:30pm (Friday)
<p>Week 1 (Term 2) Mon 28 Apr - Fri 2 May</p>	<ul style="list-style-type: none"> • Student-free Day (Monday)

WEEKLY TIMETABLE

What a week in 3KP looks like: 	Monday	Tuesday	Wednesday	Thursday	Friday
	French 	Art 			
			Year 3 Sport 		PaCH 
					Library 

What a week in 3LF looks like: 	Monday	Tuesday	Wednesday	Thursday	Friday
	PaCH 				
	Art 			French 	
			Year 3 Sport 		Library 

What a week in 3SH looks like: 	Monday	Tuesday	Wednesday	Thursday	Friday
	Art 				
		French 		PaCH 	
			Year 3 Sport 		Library 



If you have any questions, please speak to your child's teacher. We look forward to a fun term of learning!

The Year 3 Team