

# TERM 4 OVERVIEW

## Wagara (YEAR 3)

Welcome to term 4 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), Kristie Davies (Library), Jasmyna Steele (Music)

**School leader for Year 3:** Sarah Paterson

### 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. 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.

A fridge magnet was sent home earlier this year 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](mailto: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 teachers respond to queries from families during their personal and family time. If your matter is

**COMMUNICATING WITH NAPS**

**ABSENCES**

- Use the **Parent Portal** (can be used for past, present and future absences)
- Email [absence@nthainslieps.act.edu.au](mailto: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](mailto: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](mailto: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](mailto:admin@nthainslieps.act.edu.au)

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 4 LEARNING FOCUSES

Below is a brief overview of our learning focuses for Term 4.

### English Focuses

- ❖ **Reading** – This term, students will continue to develop their fluency, confidence, and expression through a range of reading experiences in both Boost groups and class. They will build comprehension skills by identifying literal and inferred meaning, exploring vocabulary in context, and describing how characters and events shape stories. Students will also analyse how language and visual features extend meaning in texts. Reader's Theatre will continue to support expressive and fluent reading. Each day, students will read independently or with a partner to build stamina, and a class novel will be read aloud to model quality literature and rich language. Students will select their own library books during their weekly session to take home for additional reading practice. Please continue to support your child's reading by listening to them read aloud and discussing their books to strengthen fluency and understanding.
- ❖ **Writing & Spelling** – Students will engage in daily writing through explicit lessons, quick writes, and responses linked to reading and our Units of Inquiry. This term, our writing focus will be on figurative language and poetry. Students will explore and apply literary devices such as alliteration, hyperbole, onomatopoeia, personification, simile, metaphor, and imagery to enhance their writing. They will read and create a variety of poetry types, experimenting with rhythm, sound, and descriptive language to convey meaning. Grammar and punctuation lessons will support their use of paragraphs, sentence structure, and punctuation including commas, apostrophes, and speech marks. Spelling and word study will focus on extending phonic and morphemic knowledge to spell multisyllabic words, exploring prefixes, suffixes, and high-frequency words. Students will also edit and refine their writing using classroom resources such as dictionaries and thesauruses.
- ❖ **Viewing** – Viewing skills will be integrated across learning areas using age-appropriate visual texts, such as Behind the News (BTN) and multimedia resources, to support comprehension and engagement. Students will identify key information, discuss the purpose and audience of visual texts, and describe how images and sound enhance meaning.

- ❖ **Speaking & Listening** – Students will continue to develop confidence and clarity when speaking in class discussions, partner work, and presentations. They will practise using appropriate tone and volume, giving constructive feedback, and listening respectfully to others. Regular engagement with Squiz Kids, a news podcast for children, will build listening comprehension and awareness of current events.

## Math Focuses

- ❖ **Number and Algebra** – This term we will continue our learning of multiplication and division. We will investigate different ways to solve increasingly complex, multi digit multiplication – the traditional vertical algorithm, the lattice method and the Japanese line method. We will also spend time revising our knowledge of multi digit addition and subtraction.
- ❖ **Measurement and Geometry** – In conjunction with our inquiry *Where we are in place and time*, we will be learning about mapping. We will be learning to read maps using grid references and compass points, and create two-dimensional representations of familiar environments. We will also be investigating three-dimensional objects by making and comparing them according to their key elements and identifying their properties. A further area of geometry this term will be our investigation of angles. Students will have the opportunity to make, compare and identify angles as measures of turn.

## Unit of Inquiry

- ❖ **How We Express Ourselves (Term 3 Week 8 - Term 4 Week 10)**

*Central idea:* People use the Arts to convey a range of ideas

*Concepts:* Form and Function

*Lines of inquiry:*

- The way that the Arts can be used to express a variety of ideas
- How artists use a variety of techniques to create art

*Approaches to learning:* Communication and Thinking skills

- ❖ **Where We Are In Place and Time (Weeks 1 - 10)**

*Central idea:* Traditional custodians of here and neighbouring regions have a strong connection to the land.

*Concepts:* Perspective and Form

*Lines of inquiry:*

- Representations of place through time
- The relationship of our location to other parts of the world

*Approaches to learning:* Thinking, Research and Self-Management skills

## Specialist Focuses

- ❖ **French** – This term in French, Year 3 students will revisit the vocabulary studied during the year such as greetings, colours, numbers, weather and days of the week. In addition, they will keep learning the vocabulary of everyday food items such as fruits and vegetables. Students will express simple preferences using new vocabulary and play bingo in class. Students will be exposed to different French recipes.
- ❖ **Library** – This term in the library, students will investigate how Julia Donaldson uses imaginative language, characterisation, and plot to engage her readers. They will analyse how stories convey messages about friendship, courage and kindness, and reflect on how authors create meaning for different audiences. Students are encouraged to borrow library books each week. On their library day, please send your child to school with a library bag to protect their library books.






- ❖ **Music** - This term in music, Year 3 will continue building their knowledge of the elements of music with a focus on pitched music theory using Ukelele and Xylophones. Year 3 will be exploring the relationship between chords and melody whilst they continue learning how to read, write, and compose music. Year 3 will also continue to build their music communication skills through creating and playing music in small and large groups.

## TERM 4 CALENDAR


<b>Week 3</b> 27 - 31 Oct	<b>Mon 27 Oct</b>  <b>Tues 28 Oct</b> <b>Thurs 30 Oct</b> <b>Fri 31 Oct</b>	<ul style="list-style-type: none"> <li>• Kinder excursion to Questacon</li> <li>• Yr 6 Band Excursions to IMP Celebrates - performance Mon evening</li> <li>• Green Halloween (5:30pm)</li> <li>• World Teacher's Day</li> <li>• Lyneham High School Transition Day</li> </ul>
<b>Week 4</b> 3 - 7 Nov	<b>Tues 4 Nov</b> <b>Thurs 6 Nov</b>  <b>Fri 7 Nov</b>	<ul style="list-style-type: none"> <li>• Hackett &amp; NAPS Group 1 Art Shows</li> <li>• NAPS Group 2 Art Show</li> <li>• Evacuation Drill (12:45pm)</li> <li>• Principal Coffee Chat (9am) in the staffroom</li> </ul>
<b>Week 5</b> 10 - 14 Nov	<b>Tues 11 Nov</b> <b>Thurs 13 Nov</b>	<ul style="list-style-type: none"> <li>• Remembrance Day (11am)</li> <li>• SC-ORE Orienteering at NAPS (8am)</li> </ul>
<b>Week 6</b> 17 - 21 Nov	<b>Tues 18 Nov</b> <b>Thurs 20 Nov</b> <b>Fri 21 Nov</b>	<ul style="list-style-type: none"> <li>• Year 1 Birrigai Excursion</li> <li>• New Families Info Sessions in hall (9:30 -11:00)</li> <li>• Year 3 Excursion to AIATSIS and NMA</li> </ul>
<b>Week 7</b> 24 - 28 Nov	<b>Mon 24 Nov - Fri 28 Nov</b> <b>Tues 25 Nov</b> <b>Wed 26 Nov</b> <b>Thurs 27 Nov</b>	<ul style="list-style-type: none"> <li>• Year 2 Aquasafe Program (1 class)</li> <li>• Board Meeting (6pm)</li> <li>• Pre 2026 BoW Stay and Play (3:30pm)</li> <li>• Pre 2026 EoW Stay and Play (3:30pm)</li> </ul>
<b>Week 8</b> 1 - 5 Dec	<b>Mon 1 Dec - Fri 5 Dec</b>  <b>Fri 5 Dec</b>	<ul style="list-style-type: none"> <li>• Preschool 2026 Getting to Know You Interviews</li> <li>• Year 2 Aquasafe Program (3 classes)</li> <li>• Preschool 2026 Getting to Know You Interviews</li> <li>• Principal Coffee Chat (9am) in the staffroom</li> <li>• Campbell High School Transition Day</li> </ul>
<b>Week 9</b> 8 - 12 Dec	<b>Mon 8 Dec - Fri 12 Dec</b> <b>Tues 9 Dec</b> <b>Wed 10 Dec</b> <b>Thur 11 Dec</b>	<ul style="list-style-type: none"> <li>• Preschool 2026 Getting to Know You Interviews</li> <li>• Whole School Transition #1 (9:30am)</li> <li>• PYP Exhibition</li> <li>• Volunteer's Morning Tea (11am)</li> <li>• Whole School Transition #2 (9:30am)</li> <li>• IEC Conferences and Graduation (2.15pm)</li> </ul>
<b>Week 10</b> 15 - 18 Dec	<b>Mon 15 Dec</b> <b>Thurs 18 Dec</b>	<ul style="list-style-type: none"> <li>• Year 6 Graduation Ceremony (9:30am) and Dinner</li> <li>• Last day for 2025!</li> </ul>

## WEEKLY TIMETABLE



What a week in **3SH** looks like:

Monday	Tuesday	Wednesday	Thursday	Friday
		<i>Music</i> 	<i>Y3 sport</i> 	
<i>Library</i> 			<i>French</i> 	
	<i>Y3 sport</i> 			

What a week in **3KP** looks like:

Monday	Tuesday	Wednesday	Thursday	Friday
		<i>French</i> 	<i>Y3 sport</i> 	
		<i>Library</i> 		
	<i>Music</i>  <i>Y3 sport</i> 			

What a week in **3LF** looks like:

Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Library</i> 	<i>French</i> 	<i>Y3 sport</i> 	
		<i>Music</i> 		
	<i>Y3 sport</i> 			

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

The Year Three Team