

## Stage 3 - Term 1 Overview

<p style="text-align: center;"><b>ENGLISH</b></p> <p>Focus areas in English are:</p> <ul style="list-style-type: none"> <li>● Oral language and communication</li> <li>● Vocabulary</li> <li>● Reading comprehension</li> <li>● Creating written texts</li> <li>● Spelling</li> <li>● Handwriting and digital transcription</li> <li>● Understanding and responding to literature</li> </ul> <p>Visit the K-10 English Syllabus for more detail:  <a href="https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/content/stage-3/faab8cfd18">https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/content/stage-3/faab8cfd18</a></p>	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p>This term students will be learning about the following areas of mathematics:</p> <p><b>Weeks 2 and 3</b> - The number system extends infinitely to very large and very small numbers</p> <p><b>Weeks 4 and 5</b> - Addition and subtraction problems can be solved using a variety of strategies</p> <p><b>Weeks 6 and 7</b> - What needs to be measured determines the unit of measurement</p> <p><b>Weeks 6 and 9</b> - Fractions represent multiple ideas and can be represented in different ways</p> <p><b>Weeks 10 and 11</b> - Questions can be asked and answered by collecting and interpreting data</p> <p>Visit the K-10 Mathematics Syllabus for more detail:  <a href="https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/content">https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/content</a></p>	<p style="text-align: center;"><b>SCIENCE</b> <u>Living World</u></p> <ul style="list-style-type: none"> <li>● <i>How do physical conditions affect the survival of living things?</i></li> <li>● <i>How do the structural and behavioural features of living things support survival?</i></li> <li>● <i>Why is it important for food and/or fibre to be produced sustainably?</i></li> </ul> <p>The Living World strand focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, manageable, environments that enable people to grow and be healthy. The unit developed students' knowledge and understanding of the environmental and biological sciences.</p>
<p style="text-align: center;"><b>HISTORY</b> <u>The Australian Colonies</u></p> <ul style="list-style-type: none"> <li>● <i>How did an Australian colony develop over time and why?</i></li> <li>● <i>How did colonial settlement change the environment?</i></li> <li>● <i>What were the significant events and who were the significant people?</i></li> </ul> <p>This topic provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures and patterns.</p>	<p style="text-align: center;"><b>PD/H/PE</b></p> <ul style="list-style-type: none"> <li>● <i>How do empathy, inclusion and respect have an impact on myself and others?</i></li> <li>● <i>How can we work with others to build positive relationships during physical activity?</i></li> </ul> <p>Students will participate in weekly Physical Education sessions as a stage and through our school sport program. Students will also participate in weekly gymnastics lessons. Personal Development and Health: Throughout this term students will learn to develop skills that are important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.</p>	<p style="text-align: center;"><b>CAPA - VISUAL ARTS</b></p> <p>This term students will develop knowledge, skills and understanding in Visual Arts. They will create four pieces of artwork in the style of Kandinsky &amp; Bourgeois.</p> <ul style="list-style-type: none"> <li>● Students will learn to make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world.</li> <li>● Students will discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.</li> </ul>

## ICT

### Understanding the school device & Internet agreement

Students will reinforce their understanding of the school device and internet agreement to ensure they understand the expectations and consequences.

### Creating Digital Text - Informative

Students will use digital tools to create informative texts to explain ways to be a responsible user linked to Safer Internet Day's theme this year of *creating a positive gaming culture*.

- What text elements are needed to create a magazine article? **English**
- What actions positively influence, health, safety and wellbeing of our online interactions? **PDHPE**
- What ethical and social protocols should be used when communicating using digital systems? **S&T - Digital Systems**

## LIBRARY

Library organisation and skills: Familiarise themselves with the layout and organisation of the physical and online collection. Develop their skills to interpret and analyse information and ideas, comparing texts on similar topics or themes, including multimedia texts.

History - Australian Colonies : Students use a range of sources to investigate the role of a particular group and the contributions they made to the shaping of the colony. Using a range of primary and secondary resources students learn how to;

- Compare and contrast information between texts.
- Pose questions to expand and interpret information.
- Discuss the value of diverse perspectives and describe a point of view that is different to their own.
- Construct and demonstrate an idea.

## CLOTE - GreekD

**Title:** *Τρώμε στην Ταβέρνα* (Eating at the Tavern)

**Description:** In this unit, students revise and learn language used in taverns/restaurants. Students practise this language and build fluency using a chatterbox. In groups, they act out scenarios in a tavern/restaurant; students are assessed when they complete the communicative task of ordering food and drinks from a menu.

In addition, students will practise the Greek National Anthem and learn the Greek Zorba dance (Syrtaki).

## PROGRAMS, EVENTS AND EXCURSIONS

Stage 3 Social Skills Program

Sports in Schools Gymnastics Program

Swimming Carnival

Whole School Buddy Program

Premier's Reading Challenge - opens 26/2/24

Multicultural Perspectives Public Speaking Competition

Harmony/Greek Independence Day