



Mayfield State School

Term 1 Class Newsletter

Class: 3B

Teacher: Ms Kim Burton



Welcome to our classroom community! I am looking forward to a positive and engaging start to the school year with our class.

Throughout Term 1, our focus will be on building positive friendships and establishing clear and consistent routines both in and out of the classroom. Creating a strong sense of community is a key priority, as it supports students to feel safe, supported and confident as we begin exploring the Year 3 Australian Curriculum. I look forward to working closely with you and appreciate your support as we begin the year together.

Other staff working in our room this term:

- **Teacher aides:**
Mel Knight
- **PRIDE**
Teacher: Jake

Important dates this term:

- Welcome Breakfast 2nd Feb
- Tuesday Week 2 swimming begins
- Parent Information Evening 4th Feb
- International Women's Day 9th March
- NAPLAN Breakfast 11th March
- NAPLAN window 11th-23rd March
- HARMONY WEEK 16th - 20th March
- Cross Country 26th March
- Parent Teacher Interviews 1st April
- Mad Hatter's Parade 2nd April
- Last day of Term 2nd April

COMMUNICATION: You can email me at klburz@eq.edu.au To allow teachers to focus on planning, teaching and learning as a priority, it is a policy at Mayfield State School that we will reply to emails within 48 hours. You can make an appointment to meet face to face via email or contact the school office for inquiries 38437333.

ENGLISH

Students read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events.

Students create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic specific vocabulary and literary devices, and/or visual devices.

Assessment Task:

Students read, view and comprehend a favourite narrative.

Students create a written adaptation of an imaginative story for an audience.

MATHEMATICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems
- locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways
- build the foundations for statistical investigations by choosing questions based on interests, such as favour fruit or game, when collecting, representing and interpreting data and recognising features of different representations using visual or physical models.

Assessment Task:

- 1.1 Locate and identify positions of features on a map
- 1.2 Use a range of methods to collect, record represent and interpret categorical data. Describe how tally chart and a column graph represent data.

SCIENCE

Students will develop knowledge of how to classify and compare living and non-living things and life cycles.

Assessment Task:

Students will conduct an investigation to compare the characteristics of living and non-living things.

HASS

Students will explore the role of rules and making democratic decisions in the school community. They will investigate a commemoration significant in the community

Assessment Task:

Explain the importance of rules in school and suggest ideas to solve a problem in school.



REACH for the sky

Empowering curious and independent learners in an inclusive and future-focused environment



Resilient



Engaged



Accepting



Collaborative



High Achieving





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MUSIC

Musical Characters
and Action

Key Learning:

To perform and compose music that represents characters and action portrayed in film, television and media.

Assessment:

Sing and play songs that are associated with characters and/or action. Compose a piece of music to depict a character or action.

INTERGRATED ARTS

Focus Strand: Drama

Once Upon a Twisted Tale

Key learning:

In this Drama unit, students explore a familiar story through role-play, improvisation and in-class performance.

Assessment:

Retell the original fairytale using voice, movement and expression, then create their own fractured fairytale by changing one key element such as a character, setting or ending.

Students

HPE

This term in Physical Education lessons, students will practise and refine fundamental movement skills to perform various aquatic survival and rescue skills. They will perform a clothed survival swim and demonstrate rescue techniques that incorporate the elements of movement.

Assessment: Performance and Practical observations

JAPANESE

Unit: Japanese Restaurant

Key Learning:

In this unit, students practice listening skills as they engage with language used when visiting a Japanese restaurant. Students will: (i) learn language for ordering food, (ii) use strategies to locate key information in spoken texts, (iii) learn about Japanese expressions that carry special cultural meaning, (iv) notice connections between language and culture.

DIGITAL TECHNOLOGIES

Key Learning:

Students develop their digital literacy skills by using digital systems safely and effectively. They learn to save and organise files using digital tools and develop an understanding of personal information and how to keep it safe online.

Reminders:

Assembly

Music

Digitech

Swimming

Japanese

The Arts

Thinking Maths

Library

Mon 2:30pm in hall (Even Weeks 2-4-6-8-10)

Tues 9:00am to 9:30am

Tues 9:30 to 10am

Tues 10am to 10:30am (from week 2)

Wed 12:15-12:45pm

Thurs 10:00am to 10:30am

Thurs 10:30am - 11:00am

Friday (borrowing) 12:45-1:15pm

Homework:

Reading every day, Mathletics activities assigned for the term. We will use Term 1 to get to know our students and establish a homework routine for Term 2 based on needs in literacy (reading/spelling) and numeracy.

IF YOUR CHILD IS NOT WELL?

You can easily notify the school via the QParents App and list your reason for your child's absence. Alternatively, you can call the school office and leave a message.

Stay up to date with events through our newsletter, website, Facebook and SEESAW. (Please contact me if you are unable to log into our class Seesaw)



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