**LITERACY**
In Term 1, students will read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They will identify literal and implied meaning connecting ideas in different parts of a text. When learning about writing, students will understand how language features are used to link and sequence ideas to express feelings and opinions on topics. These texts will include extended pieces of writing that demonstrate increasing control of grammar, sentence structure and punctuation. Students will use knowledge of sounds and high frequency words to accurately spell words and check their writing using proof-reading and editing conventions. Students will commence using accurately formed joined letters that are consistent in size.

**NUMERACY**
This term, students will begin to count, model and represent numbers to 1 000. They will add and subtract 2 and 3 digit numbers and solve problems using efficient strategies for multiplication and division. They will recall addition and multiplication facts for single digit numbers. Students will investigate calendars and examine reading and writing time in five minute intervals. They will examine working and recording units of measurement including the metre. Students will conduct simple data investigations involving variables as well as interpret and compare simple data displays. Students will conduct chance experiments and list possible outcomes using the language of probability.

**SCIENCE**
In this unit, students will investigate the features of living and non-living things. They will need to justify groupings according to observable features and recognise those that were once alive. Students will understand that science involves making predictions and describing patterns and relationships with reference to living things. They will make predictions, observations and record data about living and non-living things from their local environment and offer explanations for their findings. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.

**GEOGRAPHY**
In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries. They will recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth. Students will use the information provided to represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point.

**HISTORY**
In this unit, students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They will examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate. Students will explore the contribution made by different cultural groups to the development and character of the local community and understand the value of learning about the cultures, languages and beliefs of others.

---

**Key Days for Class 3L**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
<td>Mon</td>
<td>2:00pm</td>
</tr>
<tr>
<td>Music</td>
<td>Fri</td>
<td>2:05pm</td>
</tr>
<tr>
<td>Library</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Fri</td>
<td>1:35pm</td>
</tr>
</tbody>
</table>

**Websites of Interest**
- Studyladder
- Mathletics
- Spelling city
- Reading Eggs
How Parents can help us!

We would really appreciate it if parents could assist with number facts testing and changing the home readers on Friday mornings, starting in week 3. Please come and see me or email me if you would like to help out.

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 February</td>
<td>Parent Information Evening from 6:30pm</td>
</tr>
<tr>
<td>19 February</td>
<td>Bonus Behaviour Day</td>
</tr>
<tr>
<td>27 February</td>
<td>Leader Induction Ceremony</td>
</tr>
<tr>
<td>25 March</td>
<td>Parent/teacher interviews</td>
</tr>
</tbody>
</table>

Extra Information

Fruit Break
Students will have a 10 minute ‘fruit break’ as part of our morning session. To ensure minimal disruption to learning time please note:-

- Only fresh fruit/vegetables may be eaten at this time.
- The type of fruit/vegetable needs to be something that can be eaten while students continue with their learning.

Behaviour
We are continuing to use our daily behaviour chart in our class this year. Student behaviour will be monitored and parents may be notified if students are demonstrating inappropriate behaviour, or even to celebrate outstanding or improved behaviour.

Homework – starting week 3
Homework is given out each FRIDAY and needs to be neatly completed and handed in on FRIDAY the next week. Each student will set up their homework folder with two home readers, a book for spelling homework and a number facts booklet. If there are any questions about any of the homework tasks, please see me or encourage your child to ask me before the Friday to ensure that homework can be handed in complete and on time.

Classroom Blitz
We will be continuing our Classroom Blitz program right across the school again this year. The areas that we are focussing on are: punctuality, attendance, uniform, bookwork, tidy trays and homework. We are trying to encourage students to be responsible, so it is important that we are supporting and encouraging them to improve and maintain these areas. If you have any questions about the Classroom Blitz program, please see me or send me an email.

Professional Learning Communities (PLC)
This year we have established Professional Learning Communities within our school. The idea is that the students and teachers in each building or block are part of their own PLC. Teachers are able to collaborate with each other in the planning and implementing of the curriculum, as well as share their strengths and teaching experience. Students can benefit greatly from PLCs as it promotes a sense of unity in their block and they are able to be taught by and build rapport with different teachers in the school. Our PLC is the Blue PLC, which comprises four classes:

- 2G – Ms Henderson
- 2B – Mrs Beaumont
- 3L – Mrs Lloyd-Jones
- 3A – Mrs Anastasios

We all look forward to sharing this year with you and your child!

Please feel free to come to the classroom if you have any questions or send me an email.

Angela Lloyd-Jones
Email: alloyd1@eq.edu.au
Classroom Teacher

Renee Austin
Deputy Principal

“Believe and Achieve”