**Our Lady Help Of Christians**

**Term Two 2025 Overview**

Year Level: Three Teachers: Julie Tran 3J & Lara Keating 3K

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Over the term, the students will be working towards the learning outcomes and concepts outlined below.

| **RELIGIOUS EDUCATION**  **Reconciliation**  The students will prepare for the Sacrament of Reconciliation by exploring the scripture story: *The Parable Of The Lost Son And His Brother.* They will identify the four steps for Catholic Reconciliation and consider the importance of forgiveness in our lives.  The students will be:   * exploring how the Sacrament of Reconciliation helps us to rebuild our relationship with God and others * reflecting on the four stages of Reconciliation; owning a poor choice, saying sorry, being forgiven, making up (being reconciled) * interpreting how scripture connects to the role of Sacraments of Initiation in a Catholic's faith journey.   **Social Justice**  The students will be learning about Social Justice through the lens of Jesus’ teachings and Catholic Social Teaching. They will explore how Jesus' commandment to “love one another” calls us to show kindness, compassion, and respect in our daily interactions. Students will learn that Catholic Social Teaching offers guiding principles—such as dignity, solidarity, and the common good—that help us make just and ethical decisions. They will interpret both local and global decisions through these teachings, considering fairness, justice, and care for others. Finally, students will reflect on how choices have consequences, drawing on the parables of the Sower and the Samaritan Woman to encourage personal growth and compassionate action.  The students will be:   * identifying the ways that Jesus acted in a just way * considering how their actions affect others * describing the difference between fairness and equity * listing practical actions that are socially just, particularly those that give preference to the poor. | **ENGLISH**  READING & VIEWING  The students will be:   * discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the texts read * using comprehension strategies to build literal and inferred meaning to expand content knowledge, linking ideas, analysing and evaluating texts * recognising accurate usage of the apostrophe in everyday texts * practising how to navigate online texts * identifying how longer texts are organised using topic sentences and paragraphs which develop and elaborates in various ways.   WRITING  The students will be:   * developing an understanding of the structure and features of information reports and procedural texts * planning, drafting and editing their own writing * developing an understanding of how to use paragraphs to organise their ideas * developing their phonological knowledge through breaking words into syllables and sounds * practising how to join diagonal and horizontal letters that are clearly formed and consistent in size.   SPEAKING & LISTENING  The students will be:   * interpreting ideas and information in spoken texts * planning and delivering short presentations * developing skills of cooperation and problem solving when engaged in conversation. |
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| **MATHEMATICS**  NUMBER  The students will be:   * multiplying and dividing one and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies * recognising and representing unit fractions including ½, ⅓, ¼, ⅕ and 1/10 multiples in different ways; combining fractions with the same denominator to complete the whole * following and creating algorithms involving a sequence of steps and decisions to investigate numbers; describing any emerging patterns.   ALGEBRA  The students will be:   * recalling and demonstrating proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts.   MEASUREMENT  The students will be:   * measuring and comparing objects using familiar metric units of length, mass and capacity, and instruments with labelled markings * identifying which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates.   STATISTICS  The students will be:   * collecting and organising data to answer questions * recording the data using appropriate methods, including frequency tables and spreadsheets * creating and comparing different graphical representations of data sets, including using software where appropriate; interpreting the data in terms of the context. | **INQUIRY**  The students will be learning about how all living things are connected and depend on each other to survive, each playing an important role in their environment, how they grow, change over time and have young that are similar to themselves. Plants and animals live in ecosystems that provide the food, water, and shelter they need to live. Scientists study and group living things to better understand the variety of life on Earth, known as biodiversity.  **COMPELLING QUESTION:** How and why is interdependence important for all living things?  **UNDERSTANDINGS:**   * All living things have a role to play and are interdependent within the environment. * Living things grow, change, and have offspring similar to themselves. * Plants and animals live in ecosystems which provide what they need to survive. * Researchers classify and organise information to understand biodiversity. |

| **PHYSICAL EDUCATION**  **Mr David Witchell**    During the first two weeks of Term Two, the students in Year Three will continue to focus on athletic skills, such as throwing, jumping and running. This is in readiness for the athletics carnival in early Term Two. The students for the remainder of the term will learn new and develop new skills in the areas of Australian Rules Football and basketball. The students will focus on the skills of kicking, marking, dribbling, passing and shooting during these lessons. The students will also have the opportunity to represent our school in cross country by competing in school trials. | **STEM**  **Science, Technology, Engineering & Mathematics**  **Mrs Joanna Hanson**    In STEM in Term Two, students will explore how solids, liquids and gases have observable properties. They will experiment with adding or removing heat energy to cause a change in state. The students will also investigate the properties of man made and natural materials. They will use data tables to collect the results of their experiments. There will be a focus on the students communicating their findings using story telling, diagrams and digital drawings. Students will use the data to develop a prototype and focus on documenting their design ideas using annotated drawings. |
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| **VISUAL ARTS**  **Miss Maegan Howden**    In Term Two of Visual Arts, Year Three students will immerse themselves in the captivating work of Georgia O'Keeffe, exploring her expressive use of line, shape and colour in her iconic floral paintings. Students will create vibrant mixed-media floral designs, combining oil pastels and watercolours to produce rich, dimensional artwork. They will also create artworks inspired by Leonardo da Vinci's Mona Lisa, reimagining the classic portrait with their own "Cartoon Mona Lisa." By drawing exaggerated cartoon faces, students will develop their skills in stylised portraiture, blending the timeless elegance with modern interpretations. | **ITALIAN**  **Mrs Angela De Francesco**  Students will learn to identify and name common animal habitats in Italian, such as *la foresta* (the forest), *il deserto* (the desert), and *l’oceano* (the ocean). They will practise matching animals to their appropriate environments using simple Italian sentences, for example: *Il lupo vive nella foresta* (The wolf lives in the forest). Through these activities, students will continue to build foundational vocabulary related to animals and their habitats.  To support their learning, students will take part in a variety of interactive activities including songs, games, and storytelling, thus drawing connections between Italian and English words and concepts. |

| **SOCIAL and EMOTIONAL LEARNING ( SEL )**  Positive Behaviour for Learning (PBL)  In Term Two, we are continuing to review our Positive Behaviour for Learning (PBL) expectations and practise the skills that support a safe, respectful, and responsible school environment. These sessions reinforce our school values and help students build consistency in their behaviour across all areas of the school.  Carlton Respects Program  This term, students will take part in the Carlton Respects program, which promotes respect, equality and healthy relationships. Through age-appropriate discussions and activities, students will explore the importance of treating others with kindness, understanding different perspectives, and standing up for what is right. The program supports our school’s commitment to creating a safe and inclusive environment for all.  SEL  Throughout our SEL unit this semester, students will be undertaking lessons supported by the Berry Street Education Model (BSEM). This term, our focus is on identifying and developing personal strengths. Lessons will assist students in building self-awareness, strengthening their relationships, and recognising the value of their own and others' abilities. These sessions aim to promote student wellbeing, improve engagement, and support academic and social success.  COMPELLING QUESTION:  How can knowing my strengths help me grow and connect with others?  UNDERSTANDINGS:   * Everyone has personal strengths and challenges. * Recognising our strengths helps us build confidence and resilience. * Positive relationships are built on good communication and cooperation. * We can grow by identifying the skills and strengths we want to develop. * Cooperative behaviour helps us work well in group activities and connect with others. | **TIMETABLES**  **Library Borrowing**  **3K: Monday**  **3J: Friday**   | STEM | Thursday | | --- | --- | | ITALIAN | Wednesday | | PHYSICAL EDUCATION | Thursday | | VISUAL ARTS | Wednesday |     Have you downloaded the Seesaw App onto your device to be informed about your child’s learning?  Please contact your child’s class teacher to gain access. |
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