



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Year 3 Term 2 2026

The Burnside Year 3 Team

Meet the Burnside Specialist Team

3C Class Teacher:
Ruby Cowling-
Scaife



Performing Arts
Teacher
Shane
McLennan



Hi my name is Shane McLennan and it is my proud duty to be The Arts teacher at Burnside State School. I perform this work because I know that some of the greatest lessons in life can be learned through The Arts, not the least being the improvement of self-confidence, engaging in critical thinking and finding fun in learning! My wife and I moved to Palmwoods four years ago and have formed many community bonds in the Sunshine Coast hinterland, for which we feel very welcomed. I am available Mondays to Thursdays at school if you wish to contact me regarding your child's Arts learning and I look forward to hearing from you.

3M Class Teacher:
Ondrea Mikkelsen

PE Teacher
Liam Schofield



My name is Liam Schofield and I will be teaching Physical Education across all year levels. I can be contacted by email on lsch2@eq.edu.au. I am excited to be focusing on fundamental motor skills in the lower years with specific movement activities and extending these motor skills through the upper years with a variety of sports throughout the year to enhance student physical performances throughout school and extracurricular events.

Inclusion Teacher:
Reece Toomey



STEAM Teacher
Nikita
Mason-Caine



Hi my name is Nikita Mason-Caine and I will be teaching design technology from Prep to Year 4 this term. We will be focusing on the design process, where we look for design solutions to existing problems.

Key Events

Assemblies - Every even week Friday at 8:50am

Year Level Messages

24th April - ANZAC day school ceremony
8th May - Loved one's stall
17th June - Year 3-6 Sports Day

Week 2 – 1st May
Week 4 – 15th May
Week 6 – 29th May
Week 8 – 12th June
Week 10 – 26th June

Dear parents and guardians of 3C and 3M. Welcome back to Term Two. It has been a great start to the year by our students as they have settled in well to school and class routines. Homework will continue to be given out on Mondays and is due each Friday. We encourage attendance at our school ANZAC Day service on Friday the 24th of April. Students will also be encouraged to submit artwork, completed in class, to the Sunshine Coast Agricultural Show later in the term. We look forward to another busy term of learning and fun. Please do not hesitate to email us if you have any questions or concerns.

English	Maths	Science	HASS	The Arts	Health	Physical Education	Technologies
Creating Information Reports Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas. The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading. Students explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning. Assessment Task 2.1 Students read, view and comprehend simple informative texts. Assessment Task 2.2 Students create a written and multimodal informative text for an audience. 	Number, Mathematical Modelling & Measurement As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: - manipulate numbers using a range of strategies, including partitioning and regrouping, that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system - develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5 and 10 multiplication facts through games and meaningful practise - use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning - make estimates when solving problems to determine the reasonableness of calculations when checking the solution - recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations - identify everyday situations, when using metric units to measure and compare events and duration. Assessment Task: Number and mathematical modelling Students will partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers, make estimates and determine the reasonableness of calculations and use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts. Assessment Task: Measurement Students will estimate, compare and measure the duration of events using formal units of time.	Living and non-living things Students use provided scaffolds to classify and compare living and non-living things. They explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply. For example, fire appears to have some characteristics in common with living things but is non-living. Students examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals. They are supported to use more sophisticated ways of identifying patterns and relationships, such as using tables and models to relate physical characteristics of living things with their activity at different stages of their life cycle. They use digital photographs, concrete materials and drawings to represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages. Students explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs and other animals. Assessment Task: Classifying and comparing living things and non-living things Students will classify and compare living and non-living things and different life cycles and explore patterns and relationships. 	Exploring places near and far (Semester of work) In this unit, students: - identify connections between people and the characteristics of places - describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places - interpret data to identify and describe simple distributions and draw simple conclusions - record and represent data in different formats, including labelled maps using basic cartographic conventions - describe the importance of making decisions democratically and propose individual action in response to a democratic issue - explain the role of rules in their community and share their views on an issue related to rule-making - communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. Assessment Task: Exploring places near and far Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.	Poetry in motion In this unit students make media artworks that explore animation, sound and characterisation through humorous poetry. They will describe and discuss media artworks they make and view. Assessment Task: Collection of Work: - Planning & Designing - Creating - Responding	Managing changes and understanding influences on behaviours (Semester of work) Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness and describe how inclusion and stereotypes can influence decision-making and actions. Assessment Task: Students identify and describe influences and strategies to manage emotions and changes.	Adapting movement strategies (Semester of work) Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. Assessment task - Take your marks, get set, play Students apply fundamental movement skills and movement concepts and adapt movement strategies in striking and fielding games. 	Repurpose it! In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs. Assessment task: Portfolio Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.