



# Ainslie School

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## YEAR 3/4 – TERM 2, 2026

Dear 3/4 Families,

Welcome back to term 2. We have enjoyed reconnecting with students and families and resetting routines to promote learning and personal growth. You will find the key questions students will be exploring this term below.

As we head towards Ainslie School's centenary in 2027, the purpose-built resource, *The Story of Ainslie School* will supplement our inquiry 'What happens when people act on their curiosity?'. It will provide students with a timeline and perspective of where Ainslie School sits in the history of our country. If you would like to support our inquiries, please contact your child's teacher.

As part of the ACT's system of public schools, Strong Foundations initiatives are guiding our work. This year will see us embedding resources, strategies and planning frameworks introduced during Phase 1. In 3/4 we continue developing literacy and numeracy skills through a thoughtful balance of explicit, evidence-based teaching and opportunities for investigation across the curriculum. We know that young learners thrive when structured learning is combined with opportunities for inquiry, creativity, and social development. Our commitment to Strong Foundations reforms focuses on building skills and capabilities for reading, writing and number sense, and fostering confidence, through strong relationships, clear routines, and partnerships with families.

This term sees the welcome return of the Fuel for Thought program. Classes will take turns hosting fruit break and recess (even weeks) and lunch (odd weeks) for the cohort, on a rotational basis each Tuesday. Look out for the recipe cards which students and staff will be producing to support a greater connection between our inschool program and learning at home.

Students will also have the opportunity to present Rostrum Speeches (week 4), engage with sporting clinics hosted by the ACT Brumbies, and participate in house rotations for Chess, Japanese, Recorder and Art.


There are many whole school events to look forward to this term. Last week we welcomed Mitch Tambo and the Voice of Lele who shared culture through storytelling, dance and music. We have been practising for this week's cross-country carnival ahead of the athletics carnival later in the term. As a school we will also celebrate Reconciliation Week (27 May to 3 June) and consider how we can be 'All In for Reconciliation'. The Jump Rope for Heart - Jump Off will be held on Friday, 19 June. We hope families and friends bring suitable shoes and join in the fun!

Kind regards

Geraldine Allen, Mel Cummins, Ashlea Goodridge, Steph Martin, Anney Medhurst, Mary Pezzella, Jayne Purnell, Phoebe Watkins, Cate Walker  
3/4 Education Team 2026

## Learning Assets

At Ainslie School, we support students in considering how they learn. In doing so, they develop skills and dispositions that are important assets in school and beyond. We use the term “Learning Assets” to describe the broad skill sets that are commonly required of us as learners: **thinking, communicating, self-managing, researching and collaborating**. This term we will introduce/revisit dispositions and encourage you to use this language with your child when discussing their learning experiences. We would also enjoy hearing and seeing examples of your child developing these skills outside of school hours.

Self Manager	Communicator 	Researcher	Collaborator	Thinker
<p>Look back over our learning and set new goals.</p> <p>Seek feedback to improve our learning.</p>	<p>Present our ideas and opinions to a range of audiences.</p> <p>Keep an audience engaged when we are communicating our ideas.</p>	<p>Record the information we gather in efficient and effective ways.</p> <p>Reflect on the information we gather.</p>	<p>Make wise choices when forming partnerships and teams.</p> <p>Understand and respect other points of view.</p>	<p>Be flexible and consider how our thinking can change as we gather more information and experiences.</p> <p>Think back over our learning and identify ways to improve.</p>

*Kindness - Respect - Responsibility - Excellence - Community*

### A snapshot of Term 2 so far!



<p><b>ENGLISH</b>  <b>Guiding Questions</b>  How do we create texts so they have impact?  What makes a good reader? How can reading help us improve our writing?</p> <p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- share information and ideas</li> <li>- identify parts of a sentence</li> <li>- differentiate between simple and compound sentences</li> <li>- punctuate sentences for meaning</li> <li>- read with accuracy and fluency</li> <li>- make meaning from texts</li> <li>- recognise and write high frequency words</li> <li>- use a variety of strategies to spell words</li> <li>- create letters that are correctly formed and consistent in size</li> </ul>	<p><b>MATHEMATICS</b>  <b>Guiding Questions</b>  How do we use our understanding of numbers to solve addition and subtraction problems?  What is symmetry?</p> <p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- use different strategies to add and subtract numbers</li> <li>- find unknown values in number sentences</li> <li>- estimate to check calculations</li> <li>- represent money in different ways</li> <li>- solve financial problems</li> <li>- create symmetrical patterns</li> </ul>	<p><b>SCIENCE</b>  <b>Guiding Questions</b>  <b>Year 3</b> - What are soils and minerals made of and how are they used?  <b>Year 4</b> - What is a force? How do forces act on objects?</p> <p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- pose questions</li> <li>- predict outcomes</li> <li>- observe, record and communicate observations</li> <li>- explore forces</li> <li>- identify differences between rocks, soils and minerals</li> <li>- explore the properties of minerals and their importance as resources</li> </ul>
<p><b>VISUAL ARTS</b>  <b>Guiding Questions</b>  What is art and how is it created?</p> <p><b>Student will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- explore how visual art is used to communicate ideas, perspectives and meaning</li> <li>- investigate the elements of art</li> <li>- create artworks</li> <li>- explore geometric shapes and objects in art and real life situations</li> </ul>	<p><b>CORE QUESTION</b>  <i>What happens when people act on their curiosity?</i></p>	<p><b>MUSIC</b>  <b>Guiding Questions</b>  How do we use listening skills when performing and composing music?</p> <p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- identifying beat and rhythm in songs</li> <li>- recognise the different musical notations</li> <li>- compose music using body percussion and recorders</li> </ul>
<p><b>HUMANITIES AND SOCIAL SCIENCES</b>  <b>Guiding Questions</b>  How have people influenced change?  What are the immediate and continuing impacts of colonisation in Australia?  How do different perspectives help us to understand our histories?  How do our histories inform our future?</p> <p><b>Student will have the opportunity to:</b>  investigate people who played a significant part in Australia's colonial history and their impact  describe the immediate and continuing effects of Australian colonisation  develop questions, locate, collect and record information</p>		
<p><b>JAPANESE</b>  <b>Guiding Questions</b>  How do we use Japanese to introduce ourselves and share personal information in culturally appropriate ways?</p> <p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- create simple spoken and written self-introductions</li> <li>- initiate and respond to structured exchanges</li> <li>- gain an understanding of polite conventions used in Japanese introductions</li> </ul>	<p><b>TECHNOLOGIES</b>  <b>Guiding Questions</b>  How are food and learning connected?  How do we demonstrate the school values when using digital technologies?  What are the core features of common digital tools?  How do we stay safe online?</p> <p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- select, prepare and produce food for healthy eating</li> <li>- use a variety of digital tools</li> <li>- follow agreed behaviours when using digital technologies</li> <li>- apply strategies to stay safe online</li> </ul>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Guiding Questions</b>  How do we apply skills and strategies to game situations?  How do we compete to the best of our ability and still show respect?  How do we regulate emotions?</p> <p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- apply fundamental skills in activities</li> <li>- work cooperatively</li> <li>- communicate effectively</li> <li>- demonstrate respectful behaviour, teamwork and fair play</li> <li>- understand how our brains work and apply strategies to regulate emotions</li> </ul>