

Year 3

LITERACY

Handwriting: Write words using joined letters that are clearly formed and consistent in size.

Spelling: Understand how to apply knowledge of phoneme-grapheme (sound-letter) relationships, syllables, and blending and segmenting to fluently write multisyllabic words with more complex letter patterns. Students participate in explicit spelling instruction and literacy rotations to develop skills.

Morphology: Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words.

Engaging with Texts: Responding to texts verbally and through writing. Answering inferential and literal questions about texts. Reading of class novel. Daily 5 tasks – Read to Self, partner reading, Epic, Fearless Writing, Guided Reading groups.

Functional Grammar: Exploring the participant, process and circumstances (nouns, verbs and adjectives). simple, compound and complex sentences. Expanding vocabulary.

Developing Listening and Speaking skills: Listen, respond, communicate, interact and give short presentations. Partner, group and class discussions, oral presentations, class meetings, and assembly presentations.

Writing with and without prompts: Creating text with scaffolding support and instruction from visual/verbal prompts.

Procedural Texts: Understanding formal and informal needs for procedural texts. Plan and create effective procedural texts with necessary language and structural features.

Learning Dispositions: Resilience, Reflective, Empathetic



WELLBEING

Actions for Happiness. The GREAT DREAM – Wellbeing Wednesday
Introduce functions and anatomy of the brain and how it enables motivation and growth.

Practicing to apply a growth mindset and our understanding of the Learning Pit

Friendology – The Friendship Cycle

Keeping Safe: Child Protection Curriculum. – Relationships and Protective Strategies

Self-regulation strategies and skills.

Self-reflect on growth, achievements and future goals.

Effective Learner Time

THE ARTS

Visual Arts: Exploring the seven elements of visual arts – line, shape, form, space, value, colour, and texture

Using different modes to create art pieces to convey various scenarios, ideas, and emotions.

Kind regards, Tenille and Grace.

Term 4 Overview

NUMERACY

Daily Maths Reviews: Fluently recalling and utilising strategies for solving addition, subtraction, multiplication and related division facts. Representing fractions, money, exploring elapsed time and measurement.

Space and Geometry: Make, compare and classify objects and describe features and how they suit the purpose of the object.

Statistics and Probability: Collect and create displays of data using graphs. Conduct chance experiments and identify possible outcomes.

Inquiry: Open-ended problem solving. Investigation through games and hands on activities. Maths language vocabulary. Strategies to support problem-solving

Mapping: (HASS aligned): Interpret and create two-dimensional representations of familiar environments. Include representations of environment features in mapping.

Learning Dispositions: Resilience, Reflective, Resourceful



HASS

Discussing celebrations and commemorations in Australia

Exploring symbols and legends on maps Looking at the diverse types of settlements around the world

Neighbouring countries – locations

Civics and Citizenship – Rules and Laws in our community

Learning Dispositions: Empathetic, Curious, Responsible



HEALTH AND PE

BodyBright program integration.

Daily Fitness routines

Fair play and teamwork focuses.

SCIENCE

Compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources. Engaging and influencing with Science. Noticing and questioning facts. Exploring scientifically by utilising thinking, analysis and evaluating strategies and thinking processes to communicate with purpose.

Learning Dispositions: curiosity, open-mindedness, environmentally responsible



DIGITAL TECHNOLOGIES

Safe use of online resources in the classroom and learning spaces.

Using software to explore and demonstrate learning.

Learning to use devices and their accessories to produce work and complete tasks.