

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. Daily 5 tasks – Epic, Work on Writing, Word Work, Reader's Workshop, Read to Self

Functional Grammar: Exploring the participant, process and circumstances (nouns, verbs and adjectives). Understand that verbs represent different processes including doing, thinking, saying and relating words.

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

Writing with and without prompts: Creating text with minimal intervention and instruction and from visual/verbal prompts.

Persuasive Texts: Exploring persuasive text purpose, structure and language features such as modal verbs. Using appropriate sequencing of ideas. Planning and creating texts using own ideas.

Narrative Review Reviewing narrative text purpose, structure and effective language features such as noun groups and verb groups. Exploring the creation of characterisation.

Learning Dispositions: Resilience, Reflective, Empathetic



Term 1 Overview

NUMERACY

Number Learning: Odd/even numbers and understanding why a number is odd or even. Recognising, representing and ordering numbers up to 10,000 Exploring the place value of numbers up to 10,000 Identifying how many ones, tens, hundreds and thousands values are in a number. Understanding that the number 20 is made of 20 ones or 2 tens, the number 52 is 52 ones or 5 tens and 2 ones. Exploring the connections between addition and subtraction using families of facts ($10+6=16$ and $16-10=6$). Using mental strategies to recall and calculate addition and subtraction facts fluently.

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

Learning Dispositions: Resilience, Reflective, Resourceful



HASS

Discussing celebrations and commemorations in Australia

Community change and/or remained the same and diverse backgrounds

Acknowledging celebrations from around the world and in our local community.

Learning Dispositions: Empathetic, Curious, Responsible



HEALTH AND PE

. BodyBright program integration.

Daily Fitness routines

Fair play and teamwork focuses.

WELLBEING

Actions for Happiness. The GREAT DREAM

Introduce functions and anatomy of the brain and how it enables motivation and growth.

Learning how to apply a growth mindset

Exploring the Learning Pit

Friendology

Keeping Safe: Child Protection Curriculum.

Self-regulation strategies and skills.

Self-reflect on growth, achievements and future goals.

Effective Learner Time – Circle Time

THE ARTS

Visual Arts: Exploring elements of visual arts through using different modes to create art pieces and convey various scenarios, ideas, and emotions.

SCIENCE

Identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another. Collect and record data through investigations.

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-minded, 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.

Kind regards, Tenille and Grace.