

YEAR 3

TERM 2

TEACHERS: GRACE AND TENILLE

ENGLISH



As a result of their learning, students will be able to

- Write words using joined letters that are clearly formed and consistent in size.
- Use phonemes (sounds), graphemes (letter patterns), and English language concepts to spell longer, more complex words.
- Apply understanding of morphemes to use base words, prefixes, and suffixes to read and understand new words.
- Discuss and write about the texts they read, and answer questions that help them understand stories and information. Respond using examples from the text and with connections to experiences and understanding of the real world.
- Recognise that nouns, verbs, and adjectives build meaning in sentences, and understand the different jobs that verbs can do.
- Build noun and verb groups using adjectives and circumstantial language to create strong imagery and build characterisation.
- Listen and respond considerately, communicate in discussions, and give short presentations to their class. Use eye contact, audience engagement techniques and a clear voice to share a pre-prepared speech with conviction.
- Use the correct structure of a narrative to replicate or extend a pre-existing text or idea, or to create an original narrative (story).
- Use varied sentences, including simple, compound and complex, utilising conjunctions and descriptive language to convey ideas.
- Produce a draft of an original narrative (story), containing characters, a setting, and a clear plot with a complete ending.
- Self-edit written tasks using strategies, apply feedback from various sources, and publish a final copy for an audience.

MATHS



As a result of their learning, students will be able to

- Practice and consolidate their understanding of place value in numerals by using and manipulating numbers up to and beyond 10,000.
- Utilise multiple addition and subtraction strategies to solve problems involving 2- and 3-digit numbers.
- Recognise that multiplication is used for making equal groups or finding totals, and division is used for sharing or splitting things into equal groups.
- Recall multiplication and division facts for 2, 3, 4, 5 and 10 quickly and accurately.
- Demonstrate an understanding that multiplication is the process of counting many groups of things, and division is the process of splitting things into small, even groups.
- Utilise different ways to solve 1- and 2- digit multiplication and division problems, such as using friendly numbers and making arrays.
- Represent fractions in simple and more complex contexts, and explain simple fractions like halves, quarters, thirds, and fifths, and how these can represent and make up parts of a whole.
- Processes to measure time and recognise units such as seconds, minutes, hours, days, months, and years and how they are related.
- Recognise and solve open-ended maths problems, including worded and multi-step problems, by using maths terminology and strategies to help them.

HASS



Throughout our learning on geography, students will be able to

- Identify different celebrations and commemorations in Australia and why they are important.
- Identify key geographical components of Australia and neighbouring countries including states and territories.
- Understand why Country/Place is important to Aboriginal and Torres Strait Islander peoples and shapes their perspectives.

SCIENCE



Throughout our learning on chemical sciences, students will be able to

- Collect and record data during science investigations and answer questions
- Identify observable properties of solids and liquids.
- Understand that solids and liquids can change from one state to another by adding or removing heat.
- Notice, ask questions, and share.
- Use problem-solving strategies to explore, analyse, and communicate their ideas.

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TEACHERS: GRACE AND TENILLE

ITALIAN

As a result of their learning, students will

TECHNOLOGIES

As a result of their learning, students will

PERFORMING ARTS

As a result of their learning, students will

HEALTH AND P.E.

As a result of their learning, students will

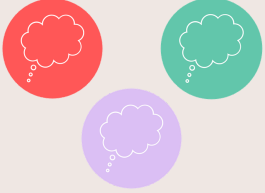
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LEARNING DISPOSITIONS

As a result of their learning, students will be



CURIIOUS: Students will notice and explain how their own actions and the actions of others can affect outcomes, explore how different perspectives and backgrounds shape interactions in their community, and ask questions to learn about unfamiliar ideas and topics.



REFLECTIVE: Students will think about their learning by identifying what they did well and what they can improve, consider feedback to help them grow, and set goals to support their ongoing development.



EMPATHETIC: Students will recognise and explain how their words and actions can impact the feelings of others, show understanding towards different perspectives, and respond thoughtfully and respectfully in a range of situations.



RESOURCEFUL: Students will use a variety of strategies and resources to solve problems, adapt their approaches when faced with challenges, and seek help or information through appropriate channels when needed to support their learning.



OPEN-MINDED: Students will be open to new ideas and different viewpoints, consider a range of possibilities before making decisions, and show respect for opinions and beliefs that may be different from their own.



RESILIENT: Students will respond positively to challenges and setbacks, keep trying when things are difficult, and learn from mistakes to continue improving their skills and understanding.



RESPONSIBLE: Students will contribute to and show respect for shared rules and expectations, and consider how their decisions affect people and places. They care for places that are important to themselves and their community.

PERSONAL, SOCIAL AND COMMUNITY HEALTH

As a result of their learning, students will

- Build happiness and wellbeing using strategies from the GREAT DREAM to improve their quality of life and personal decision-making.
- Understand basic functions of the brain, and how the brain helps them stay motivated and keep learning.
- Adopt a growth mindset and understand that challenges help them learn, using the idea of the Learning Pit to support their understanding.
- Build and maintain positive friendships as well as manage friendship challenges.
- Keep themselves safe through preventative and defensive measures.
- Use strategies to manage their feelings and behaviour through self-regulation skills.
- Reflect on their growth, achievements, and set future learning goals.
- Use class time as an effective learner to build good habits and take responsibility for their learning.

Curriculums/Programs used: Australian Curriculum, Keeping Safe: Child Protection Curriculum, SHINE, Friendology, GREAT DREAM