

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 accurate and factual descriptions of nouns
- 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 an information text to depict factual, organised information about a specific, researched topic.
- Use varied sentences, including simple, compound and complex, utilising conjunctions and descriptive language features to convey ideas.
- Produce a draft of an original information report, containing facts organised into clear sub-headings
- Self-edit written tasks using strategies, apply feedback from various sources, and publish a final copy for an audience.

HASS



Throughout our learning on geography, students will be able to

- Investigate symbols and legends commonly found on maps and understand how they help us interpret places and features.
- Compare and contrast different types of settlements around the world, considering where and why people live in particular locations.
- Locate and learn about Australia's neighbouring countries, describing their positions and exploring aspects such as their climates.

MATHS



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

- Recall and use strategies for solving addition, subtraction, multiplication, and division facts, building automaticity
- Measure, order, and compare the length, mass, and capacity of objects using familiar metric units, such as millimetres, centimetres, metres, kilometres (for length), grams and kilograms (for mass), and millilitres and litres (for capacity). Use estimation and accurate measurements when working with a range of tools.
- Represent money values in different ways and solve practical problems involving spending and giving change
- Investigate open-ended mathematics problems where a variety of strategies and solutions are possible, developing reasoning and communication skills through hands-on tasks, maths games, and collaborative group work.
- Talk about different ways to solve a problem and what strategies are helpful in different situations.
- Make, compare, and classify three-dimensional objects and shapes, describing their features and why those features suit a particular purpose
- Interpret and create simple two-dimensional maps of familiar places such as the classroom, school, or local area, including features like landmarks, routes, and directions
- Collecting real-world data and thoughtfully reflecting on the meaning and use of the data collected towards a real scenario.
- Solve problems, including worded and multi-step problems, by using maths terminology and strategies to help them.

SCIENCE



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

- Investigate how living things can be grouped according to observable features, and distinguish between living and non-living things.
- Explore the key characteristics of living organisms using the MRS GREN model (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition).
- Analyse and evaluate science information, using thinking strategies to draw conclusions and communicate findings clearly.

YEAR 3

TERM 3

TEACHERS: GRACE AND TENILLE

LEARNING DISPOSITIONS

As a result of their learning, students will be



CURIOUS: 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

YEAR 3

TERM 3

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