







Year Three Curriculum Overview – Term Three, 2024

<p>Religious Education</p> 	<p>Unit 1: God’s Forgiveness & Healing Big Question: How can God’s forgiveness and healing help us to develop a loving relationship with Him? Essential focus questions: What is forgiveness and healing? What sacraments explore forgiveness and healing and what does this mean for us? How do we reconcile with God and others?</p> <p>Unit 2: Missioning Rite - Serving Jesus and Others Big Question: How can we be transformed by participating in a loving service of mission? Essential focus questions: What is service and how does it affect our lives? What was Jesus’ loving mission of service and how do we participate in it? How does our parish community live out its Baptismal promises to bring about the Kingdom of God through a loving service of mission? How are we nourished for our journey of mission?</p>																		
<p>English</p> 	<p>The following focus areas will be explored this term: oral language and communication, vocabulary, reading fluency, reading comprehension, creating written texts, spelling, handwriting and digital transcription, understanding and responding to literature.</p> <p>During Reading sessions, students will be working in groups to develop reading, comprehension, conventions of language and cooperation skills. All students will participate in small group instruction where they work closely with their teacher on reading and/or comprehension skills. All students will be exposed to short reading texts and will work with the teacher to deeply comprehend these texts. Some students will continue Guided Reading, while others will continue with Readers Circle using novels that they will take home to read. It is important that students stay up to date with reading their novels so that a rich discussion at school can take place. Your child may not always come home with a reader in Year 3, but the expectation is that they read every night. They can read books from home or the library. Students are encouraged to complete their reading log, record their reading progress, and bring it in to show their teacher upon completion. Students will be completing a novel study this term on the text <i>Wandi</i> by Favel Parret.</p> <p>During Writing sessions, students will be working on developing skills in writing engaging and interesting persuasive and/or informative speeches. They will develop and extend their writing skills through explicit teaching using correct grammar, punctuation, spelling, language devices along with exploring a variety of sentence types. They will be focusing on editing, recrafting and understanding how this helps improve our writing. We will be exploring creating detailed and informative procedures for varying audiences and purposes.</p> <p>There will be a major focus on Oral Language through the explicit teaching of Public Speaking skills this term. The students will develop their strategies to deliver a speech effectively. They will work on their expression, pace, volume, eye contact, gestures as well as develop their ability to utilise emphasis and pausing to help get their message across.</p>																		
<p>Mathematics</p> 	<p>During Term Three, students will be exploring the following areas in Mathematics:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Weeks</th> <th style="width: 55%;">Big Idea</th> <th style="width: 35%;">Focus Areas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1-2</td> <td><i>The number system extends infinitely to very large and very small numbers.</i></td> <td>Representing numbers Multiplicative relations</td> </tr> <tr> <td style="text-align: center;">3-4</td> <td><i>Understanding relationships between the properties of 2D shapes helps visualise and organise spaces in the world</i></td> <td>Two-dimensional spatial structure Multiplicative relations</td> </tr> <tr> <td style="text-align: center;">5-6</td> <td><i>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies, and representations</i></td> <td>Multiplicative relations Two-dimensional spatial structure Three-dimensional spatial structure</td> </tr> <tr> <td style="text-align: center;">7-8</td> <td><i>What needs to be measured determines the unit of measurement</i></td> <td>Representing numbers Geometric measure Non-Spatial measurement</td> </tr> <tr> <td style="text-align: center;">9-10</td> <td><i>Addition and subtraction problems can be solved by using a variety of strategies</i></td> <td>Representing numbers Additive relations</td> </tr> </tbody> </table> <p>Throughout these topics, students will learn to problem solve and have opportunities to apply their skills to everyday situations.</p>	Weeks	Big Idea	Focus Areas	1-2	<i>The number system extends infinitely to very large and very small numbers.</i>	Representing numbers Multiplicative relations	3-4	<i>Understanding relationships between the properties of 2D shapes helps visualise and organise spaces in the world</i>	Two-dimensional spatial structure Multiplicative relations	5-6	<i>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies, and representations</i>	Multiplicative relations Two-dimensional spatial structure Three-dimensional spatial structure	7-8	<i>What needs to be measured determines the unit of measurement</i>	Representing numbers Geometric measure Non-Spatial measurement	9-10	<i>Addition and subtraction problems can be solved by using a variety of strategies</i>	Representing numbers Additive relations
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<p>Inquiry/ Geography</p> 	<p>This term our Geography Inquiry unit will be based around the big question: <i>How is Australia unique?</i></p> <ol style="list-style-type: none"> 1. What are the geographical features that make up Australia? 2. What are some important Australian landmarks and why do we need to protect them? 3. What would it be like to live in a neighbouring country? <p>Students will participate in a variety of inquiry-based learning experiences where they will be expected to work collaboratively, develop their research skills, and learn different ways of presenting their findings.</p>
<p>PDHPE</p> 	<p>This term in Personal Development and Health students will complete the unit on Problem Solving in the Second Step program. Upon completion of the Second Step program, students will begin a unit focused on Child Protection. Within this unit students will identify roles, rights and responsibilities in different relationships, exploring how they can influence theirs and others' emotional and social wellbeing. They will recognise types of bullying behaviours and will practise strategies that they can employ when they themselves feel unsafe or they see others in need of assistance or help.</p> <p>In PE, students will engage in general fitness activities and lessons, with a focus on gymnastics skills.</p>
<p>Creative Arts</p> 	<p>Visual Arts will be incorporated in the classroom program throughout the year where the students will get to explore different art techniques using different mediums such as digital forms, fibre and drawing. Students explore and experiment with different subject matter and art forms. Student learning is linked to iconic Australian attractions. Students reflect on how places are similar and different. Students recreate both the natural and built environments.</p> <p>With Mrs Whyte in CAPA lessons, students will participate in a variety of Dance activities throughout the term.</p>

Additional Information

	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
3 Blue	Sport with PE teacher	Creative Arts & Library	Japanese	Fitness
3 Gold	Sport with PE teacher	Library	Japanese & Creative Arts	Fitness

Homework

Compulsory Homework

- **Students are expected to read every day for at least 20-30 minutes.** Students must keep records of their reading using the Reading Log. Once they have completed 25 nights of reading, they will receive their next reading log. Please see your teacher if you need new reading logs.
- Some students will be sent home guided readers and these need to be read every night and **returned to school every day**. If your child does not have a reader, they can read a library book or a book from home of their own choice.
- Throughout the year, some students will receive novels to participate in Readers Circle. The students will need to read an assigned number of pages and will use their sticky tabs (listed on the class requirements list) to identify parts of the book they liked, disliked or that they found puzzling. These will be discussed during our small group instruction. These novels need to go home each night and be **brought back to school everyday. It is imperative that they read the discussed pages for homework to ensure they can participate in rich discussions at school.**
- Students will occasionally be given home tasks connected to the topics being covered in other subject areas. Information about these home tasks will be given to students and parents as they arise.

IMPORTANT DATES

- *Grandparents Day Liturgy* – Wednesday 31st July
- *Staff Development Day* – Thursday 8th August
- *Year 3 Parish Mass* – Monday 12th August, 9am at St Cecilia's Parish
- *Father's Day Breakfast, Liturgy and Book Week Parade* – Thursday 29th August
- *Year 3 excursion* – Tuesday 3rd September (more information to come!)

We look forward to a great term together in Year 3. Please do not hesitate to contact us if you have any questions at any time.

Mrs Angela Sartor, Mrs Kate Kiddle and Mrs Stephanie Alchin.