



# **Year 3 Curriculum Handbook 2025**

Term 1	
Religion – Pedagogy of Encounter	<p><b>Encountering Jesus in the Gospels</b></p> <p>This learning focus provides students with an opportunity to develop a more comprehensive understanding of the story of Jesus as told by four different Gospel authors.</p> <p>Students will communicate ideas about the life and teaching of Jesus and about Jesus as the ‘Good News’ for all people. They will learn about the profile and characteristics of the four Gospels, especially the parables which teach about the Kingdom of God. Students will engage with the story of Jesus’ resurrection as part of understanding the significance of Easter for Christians.</p>
English	<p><b>Oral Language and Communication</b></p> <p>Through speaking and listening experiences students will:</p> <ul style="list-style-type: none"> <li>• initiate and contribute to sustained discussions</li> <li>• ask and respond to questions</li> <li>• apply active listening strategies</li> </ul> <p><b>Spelling &amp; Vocabulary</b></p> <p>Phonological component</p> <ul style="list-style-type: none"> <li>• The <b>phonological</b> component of spelling refers to the relationship between sounds (phonemes) and letters (graphemes) in written language. It involves understanding how spoken words are represented in written form based on sound patterns.</li> <li>• Strengthening this aspect of spelling helps with <b>decoding</b> (reading unfamiliar words), strengthens <b>spelling skills</b> by understanding sound patterns, and supports <b>phonemic awareness</b> (ability to hear, recognise, and play with individual sounds in spoken words).</li> <li>• We will investigate key aspects such as: <ul style="list-style-type: none"> <li>○ <b>Phoneme-Grapheme Correspondence</b> – Matching sounds to letters or letter combinations, for example: The /f/ sound can be spelled as <i>f</i> (fun) or <i>ph</i> (phone).</li> <li>○ <b>Syllable Structure</b> – Recognising how words are divided into syllables and how that affects spelling, for example: <i>kitten</i> has two syllables (<i>kit-ten</i>), influencing the double <i>t</i>.</li> <li>○ <b>Spelling Patterns &amp; Rules</b> – Knowing common phonetic spelling patterns, for example: The <i>silent e</i> rule (hope vs. hop).</li> <li>○ <b>Blends &amp; Digraphs</b> – Understanding how two or more letters represent a single sound, for example: <i>ch</i> in <i>chip</i>, <i>th</i> in <i>thin</i>, or <i>sh</i> in <i>ship</i>.</li> <li>○ <b>Pronunciation Variations</b> – Recognising that some words have different spellings despite</li> </ul> </li> </ul>

similar sounds, for example: *there, their, they're* (homophones).

#### Morphological component

- The **morphological** component of spelling refers to how the structure and meaning of words (morphemes) influence their spelling. Morphemes are the smallest units of meaning in a word, such as **roots, prefixes, and suffixes**. Understanding morphology helps explain spelling patterns and word formation.
- We will examine:
  - **Base Words & Roots** – Many words share a common base/root that remains consistent in spelling, for example: *sign* → *signature* (even though pronunciation changes, spelling stays similar).
  - **Prefixes & Suffixes** – Adding morphemes to a base word can change meaning or function, for example: *happy* → *happiness* (the root *happy* stays intact).

#### Orthographic component

- **Letter-sound relationships** (grapheme-phoneme correspondence)
- **Spelling patterns and conventions** (e.g., silent letters, vowel combinations)
- **Morphological rules** (e.g., adding suffixes like *-ing* or *-ed*)
- **Word origins and etymology** (e.g., Greek or Latin roots influencing spelling)
- **Irregular spellings** (e.g., *does, laugh*)

Students will receive direct instruction on **Tier 2 words** (more complex, frequently occurring words that children use and see in the academic school setting).

Students will explore the spelling and meaning of **Tier 3 words** (content specific words) that they will encounter through our Science unit.

#### Reading Comprehension

- **Reading Fluency:** student's **rate** of reading (speed) and **automaticity** (ability to recognise words quickly and easily, allowing for smooth, effortless reading). Students will be encouraged to **monitor** their reading fluency.
- **Reading Comprehension:** reading for interest and a wide range of purposes, comprehending language and monitoring comprehension.

	<p>Monitoring comprehension is the process of actively checking and regulating one's understanding while reading or listening. It involves being aware of whether the material makes sense and taking steps to clarify or fix misunderstandings when necessary. Key strategies for monitoring comprehension include:</p> <ul style="list-style-type: none"> <li>• <b>Recognising confusion</b> (noticing when something does not make sense)</li> <li>• <b>Rereading or slowing down</b> to clarify meaning</li> <li>• <b>Asking questions</b> about the text</li> <li>• <b>Summarising</b> key points to check understanding</li> <li>• <b>Using context clues</b> to figure out unfamiliar words</li> <li>• <b>Making connections</b> to prior knowledge</li> </ul> <p><b>Understanding and Responding to Literature</b> Students will thoughtfully engage with a variety of <b>narrative</b> texts (writing to recount an event or to tell a story) by interpreting their meaning, analysing the themes, and expressing personal reactions. This process includes both <b>comprehending</b> what is happening in the story and <b>responding</b> through critical thinking, discussion, or writing. We will focus on aspects of narrative texts including:</p> <ul style="list-style-type: none"> <li>• <b>Genre</b></li> <li>• <b>Theme</b></li> <li>• <b>Argument</b> (reasoned statement or set of statements used to persuade or prove a point) and authority (credibility or expertise of a source)</li> <li>• <b>Characterisation</b> (the way an author reveals and develops a character in a story)</li> <li>• <b>Imagery, symbol</b> and <b>connotation</b></li> </ul> <p><b>Creating Written Texts</b> Students create <b>imaginative</b> texts with a focus on</p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Word level language</li> <li>• Text features for multiple purposes</li> <li>• Sentence-level grammar</li> </ul> <p><b>Handwriting &amp; Digital Transcription</b> Handwriting legibility and fluency (the ability to write smoothly and effortlessly with a high level of speed and consistency. This involves the automaticity of forming letters, words, and sentences without much conscious effort. Letters are formed in an easy-to-read formation).</p>
<b>Mathematics</b>	<p><b>Number and Algebra</b> <b><i>Place Value, Addition &amp; Subtraction</i></b> Students will learn to:</p>

	<ul style="list-style-type: none"> <li>• Read, represent and order numbers in the thousands</li> <li>• Generate and describe patterns</li> <li>• Investigate number sequences involved related multiples</li> <li>• Operate with multiples of ten</li> <li>• Select strategies flexibly to solve addition and subtraction problems of up to 3 digits</li> <li>• Partition, rearrange and regroup numbers to at least 1000 to solve additive problems</li> </ul> <p><b>Measurement and Space</b>  <b><i>Position, Angles, 2D Shapes and Time</i></b>  Students will learn about:</p> <ul style="list-style-type: none"> <li>• Position: Interpret movement on a map</li> <li>• Position: Locate positions on grid maps</li> <li>• Angles: Identify angles as measures of turn</li> <li>• 2D Shapes: Transform shapes by reflecting, translating and rotating</li> <li>• 2D Shapes: Create symmetrical patterns and shapes</li> <li>• Time: Represent and read analogue time</li> </ul>
<b>HSIE</b>	<p><b>Geography – The Earth’s Environment</b>  Students will explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.</p>
<b>Science</b>	Science not taught in Term 1
<b>PDHPE</b>	<p><b>Personal Development/Health</b>  <b><i>The Resilience Project</i></b>  Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others’ health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><b><i>Protective Behaviours:</i></b>  Students complete this unit in final 3 weeks of each term. They learn strategies and avenues for keeping themselves safe. Students will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> <li>• Nothing is so awful that we can’t talk about it with someone</li> </ul>

	<p>Students will identify:</p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Arts – “Come Alive”</b></p> <p>With reference to studies in Geography, students will make representations of living things (environments) through drawing. Students will use a variety of drawing techniques (geometric design, directed drawing) to create interpretations of themselves.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Experiment with techniques in painting, drawing, photography, digital and video to create particular effects to suggest such things as close-ups, middle distance and long distance views, mood and atmosphere, light and dark suited to how subject matter may be interpreted.</li> <li>• Identify resemblances between subject matter in artworks and the features of things as they exist in the world, recognising similarities and differences in how things are represented in the artworks.</li> <li>• Express opinions about how well subject matter that is represented in particular forms refers to the world, and appreciates the skills involved to achieve these effects</li> </ul> <p><b>Dance</b></p> <p>Students learn to dance a series of community-style dances (Heel Toe Polka and the Irish Washerwoman). They use the elements of dance to create their own dance compositions, and they discuss their work and the work of dancers.</p>

Term 2	
Religion – Pedagogy of Encounter	<p><b>Encountering the Word of God</b></p> <p>In this module, students explore the notion of story: their own and other peoples, and the great Christian story that is the Bible. This module also develops the concept of the Bible as sacred, telling us about God and God’s relationship with people. There will be a particular focus on stories about God and his relationship with people in the Hebrew Scriptures. Students will also focus on the importance of praying with the Scriptures as a way of encountering God and building a relationship with Him. Specifically, students will be introduced to the experience of Lectio Divina as a way of reflecting on God’s Word.</p>
English	<p><b>Oral Language and Communication</b></p> <p>Through speaking and listening experiences students will:</p> <ul style="list-style-type: none"> <li>• present to their peers, both formally and informally</li> <li>• listen for understanding</li> </ul> <p><b>Spelling &amp; Vocabulary</b></p> <p>Phonological component</p> <ul style="list-style-type: none"> <li>• The <b>phonological</b> component of spelling refers to the relationship between sounds (phonemes) and letters (graphemes) in written language. It involves understanding how spoken words are represented in written form based on sound patterns.</li> <li>• Strengthening this aspect of spelling helps with <b>decoding</b> (reading unfamiliar words), strengthens <b>spelling skills</b> by understanding sound patterns, and supports <b>phonemic awareness</b> (ability to hear, recognise, and play with individual sounds in spoken words).</li> <li>• We will investigate key aspects such as: <ul style="list-style-type: none"> <li>○ <b>Phoneme-Grapheme Correspondence</b> – Matching sounds to letters or letter combinations, for example: The /f/ sound can be spelled as <i>f</i> (fun) or <i>ph</i> (phone).</li> <li>○ <b>Syllable Structure</b> – Recognising how words are divided into syllables and how that affects spelling, for example: <i>kitten</i> has two syllables (<i>kit-ten</i>), influencing the double <i>t</i>.</li> <li>○ <b>Spelling Patterns &amp; Rules</b> – Knowing common phonetic spelling patterns, for example: The <i>silent e</i> rule (hope vs. hop).</li> <li>○ <b>Blends &amp; Digraphs</b> – Understanding how two or more letters represent a single sound, for example: <i>ch</i> in <i>chip</i>, <i>th</i> in <i>thin</i>, or <i>sh</i> in <i>ship</i>.</li> <li>○ <b>Pronunciation Variations</b> – Recognising that some words have different spellings despite</li> </ul> </li> </ul>

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#### Orthographic component

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Students will receive direct instruction on **Tier 2 words** (more complex, frequently occurring words that children use and see in the academic school setting).

Students will explore the spelling and meaning of **Tier 3 words** (content specific words) that they will encounter through our Science unit.

#### Reading Comprehension

**Reading Fluency:** This term's focus is on **prosody**. Prosody refers to the rhythm, stress, and intonation of speech or reading. It is an essential aspect of both spoken language and reading fluency, affecting how meaning and emotions are conveyed. We will explore:

- **Pitch:** the rise and fall of the voice (intonation).
- **Stress:** emphasizing certain syllables or words.



	<ul style="list-style-type: none"> <li>• <b>Rhythm:</b> the pattern of speech, including pauses and pacing.</li> <li>• <b>Volume:</b> speaking loudly or softly to convey meaning.</li> <li>• <b>Expression:</b> using tone and emotion in speech.</li> </ul> <p><b>Reading Comprehension:</b> We will focus on comprehending text structures and features, reading for interest and a wide range of purposes, comprehending language.</p> <p><b>Understanding and Responding to Literature</b> Students will thoughtfully engage with a variety of <b>fiction and non-fiction texts</b> by interpreting their meaning, analysing the themes, and expressing personal reactions. This process includes both <b>comprehending</b> the information presented and <b>responding</b> through critical thinking, discussion, or writing. We will focus on:</p> <ul style="list-style-type: none"> <li>• <b>Argument</b> (reasoned statement or set of statements used to persuade or prove a point) and <b>authority</b> (credibility or expertise of a source)</li> <li>• <b>Imagery, symbol</b> and <b>connotation</b></li> </ul> <p><b>Creating Written Texts</b></p> <ul style="list-style-type: none"> <li>• Students create <b>informative</b> texts (writing to describe and explain) with a focus on <ul style="list-style-type: none"> <li>○ Punctuation</li> <li>○ Planning, monitoring and revising</li> <li>○ Sequential descriptions of natural and non-natural processes or phenomenon (eg lifecycles)</li> </ul> </li> </ul> <p><b>Handwriting &amp; Digital Transcription</b></p> <ul style="list-style-type: none"> <li>• Software functionalities and typing</li> </ul>
<b>Mathematics</b>	<p><b>Number and Algebra</b> <b>Addition &amp; Subtraction, Equivalence</b> Students will learn to:</p> <ul style="list-style-type: none"> <li>• Select strategies flexibly to solve addition and subtraction problems of up to 3 digits</li> <li>• Use the principle of equality</li> <li>• Recognise and explain the connection between addition and subtraction</li> <li>• Partition, rearrange and regroup numbers to at least 1000 to solve additive problems</li> <li>• Complete number sentences involving additive relations to find unknown quantities</li> <li>• Represent and solve word problems with number sentences involving multiplication or division</li> <li>• Whole numbers: Read, represent and order numbers to thousands</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole numbers: Apply place value to partition and regroup numbers up to 4 digits</li> <li>• Whole numbers: Recognise and represent numbers that are 10, 100 or 1000 times as large</li> <li>• Decimals: Extend the application of the place value system from whole numbers to tenths and hundredths</li> <li>• Decimals: Make connections between fractions and decimal notation</li> <li>• Model and represent unit fractions, and their multiples, to a complete whole on a number line</li> <li>• Represent fractional quantities equal to and greater than one</li> </ul> <p><b>Measurement and Space</b>  <b>Length, Mass</b>  Students will learn about:</p> <ul style="list-style-type: none"> <li>• Length: Measure and compare objects using metres, centimetres and millimetres</li> <li>• Length: Use scaled instruments to measure and compare lengths</li> <li>• Mass: Use scaled instruments to measure and compare masses</li> <li>• Mass: Compare objects using the kilogram</li> <li>• Mass: Use scaled instruments to measure and compare masses</li> </ul>
<b>HSIE</b>	History/Geography not taught this term
<b>Science</b>	<p><b>Living World</b></p> <p>Through the process of investigation students will learn how to describe that living things have life cycle, can be distinguished from non-living things and grouped, based on their observable features. Students will describe ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.</p>
<b>PDHPE</b>	<p><b>Personal Development/Health</b>  <b>The Resilience Project</b></p> <p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><b>Protective Behaviours:</b></p> <p>Students complete this unit in final 3 weeks of each term. They will learn strategies and avenues for keeping themselves safe. Students will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> </ul>

	<ul style="list-style-type: none"> <li>• Nothing is so awful that we can't talk about it with someone</li> </ul> <p>Students will identify:</p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Arts: "Nature Study"</b></p> <p>With reference to studies in Science, students will make representations of living things through drawing, sculpting, painting and mixed media to create interpretations of insects, animals and plant life.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Investigates various construction techniques and spatial arrangements suited to the interpretation of selected subject matter in sculpture and in other three-dimensional work including installations and ceramics.</li> <li>• Identify connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.</li> <li>• Identify resemblances between subject matter in artworks and the features of things as they exist in the world, recognising similarities and differences in how things are represented in the artworks.</li> <li>• Express opinions about how well subject matter that is represented in particular forms refers to the world, and appreciates the skills involved to achieve these effects</li> </ul> <p><b>Drama</b></p> <p>Students explore the drama form storytelling. The unit focuses on developing drama skills through the elements of drama, with a particular focus on the use of voice and movement to help convey meaning of character roles.</p>

Term 3	
Religion – Pedagogy of Encounter	<p><b>Encountering God’s forgiveness and healing</b></p> <p>Students develop their understanding of the loving relationship God offers to people unconditionally; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation.</p> <p>They make connections between sin (missing the target) and the consequences of their choices. They investigate how the Sacrament of Penance (Reconciliation) can help to build a world of love. They explore ways in which believers seek to heal these relationships through reconciliation. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Reconciliation.</p> <p>They further develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) They make connections between Jesus’ healing ministry and the Church community’s celebration of the Sacrament of Reconciliation.</p> <p>They demonstrate an understanding of how the celebrations of Anointing of the Sick and Reconciliation continue Jesus’ mission and ministry in the life of the community.</p>
English	<p><b>Oral Language and Communication</b></p> <p>Through speaking and listening experiences students will:</p> <ul style="list-style-type: none"> <li>• present to their peers, both formally and informally</li> <li>• contribute to discussions with peers, stay on topic, build on others' ideas and express own ideas</li> </ul> <p><b>Spelling &amp; Vocabulary</b></p> <p>Phonological component</p> <ul style="list-style-type: none"> <li>• The <b>phonological</b> component of spelling refers to the relationship between sounds (phonemes) and letters (graphemes) in written language. It involves understanding how spoken words are represented in written form based on sound patterns.</li> <li>• Strengthening this aspect of spelling helps with <b>decoding</b> (reading unfamiliar words), strengthens <b>spelling skills</b> by understanding sound patterns, and supports <b>phonemic awareness</b> (ability to hear, recognise, and play with individual sounds in spoken words).</li> <li>• We will investigate key aspects such as: <ul style="list-style-type: none"> <li>○ <b>Phoneme-Grapheme Correspondence</b> – Matching sounds to letters or letter combinations, for example: The /f/ sound can be spelled as <i>f</i> (fun) or <i>ph</i> (phone).</li> </ul> </li> </ul>

- **Syllable Structure** – Recognising how words are divided into syllables and how that affects spelling, for example: *kitten* has two syllables (*kit-ten*), influencing the double *t*.
- **Spelling Patterns & Rules** – Knowing common phonetic spelling patterns, for example: The *silent e* rule (*hope* vs. *hop*).
- **Blends & Digraphs** – Understanding how two or more letters represent a single sound, for example: *ch* in *chip*, *th* in *thin*, or *sh* in *ship*.
- **Pronunciation Variations** – Recognising that some words have different spellings despite similar sounds, for example: *there*, *their*, *they're* (homophones).

#### Morphological component

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- **Irregular spellings** (e.g., *does*, *laugh*)

Students will receive direct instruction on **Tier 2 words** (more complex, frequently occurring words that children use and see in the academic school setting).

	<p>Students will explore the spelling and meaning of <b>Tier 3 words</b> (content specific words) that they will encounter through our History unit.</p> <p><b>Reading Comprehension</b>  <b>Reading Fluency:</b> This term we will focus on the skills of <b>automaticity, rate</b> and <b>prosody</b>.</p> <p><b>Reading Comprehension:</b> We will focus strategies for <b>monitoring</b> comprehension and comprehending <b>language</b>.</p> <p><b>Understanding and Responding to Literature</b>  Students will thoughtfully engage with a variety of <b>fiction and non-fiction texts</b> by interpreting their meaning, analysing the themes, and expressing personal reactions. This process includes both <b>comprehending</b> the information presented and <b>responding</b> through critical thinking, discussion, or writing. We will focus on:</p> <ul style="list-style-type: none"> <li>• <b>Argument</b> (reasoned statement or set of statements used to persuade or prove a point) and <b>authority</b> (credibility or expertise of a source)</li> <li>• <b>Characterisation</b> (the way an author reveals and develops a character in a story)</li> <li>• <b>Perspective</b> and <b>context</b></li> </ul> <p><b>Creating Written Texts</b>  Students create <b>persuasive</b> texts (writing to give an opinion) with a focus on</p> <ul style="list-style-type: none"> <li>• Text features for multiple purposes</li> <li>• Sentence level grammar</li> </ul> <p><b>Handwriting &amp; Digital Transcription</b></p> <ul style="list-style-type: none"> <li>• Handwriting legibility and fluency (the ability to write smoothly and effortlessly with a high level of speed and consistency. This involves the automaticity of forming letters, words, and sentences without much conscious effort. Letters are formed in an easy-to-read formation).</li> </ul>
<b>Mathematics</b>	<p><b>Number and Algebra</b>  <b>Multiplication and Division, Fractions</b></p> <ul style="list-style-type: none"> <li>• Use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10</li> <li>• Recall multiplication facts of 2 and 4, 5 and 10 and related division facts</li> <li>• Represent and solve problems involving multiplication fact families</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the structure of the area model to represent multiplication and division</li> <li>• Represent money values in multiple ways</li> <li>• Apply addition and subtraction to familiar contexts, including money and budgeting</li> <li>• Create fractional parts of a length using techniques other than repeated halving</li> <li>• Model and represent unit fractions, and their multiples, to a complete whole on a number line</li> <li>• Represent fractional quantities equal to and greater than one</li> <li>• Investigate number sequences involving related multiples</li> </ul> <p><b>Measurement and Space</b>  <b>Area, Position, Time</b>  Students will learn about:</p> <ul style="list-style-type: none"> <li>• Area: Use square centimetres to measure and estimate the areas of rectangles</li> <li>• Area: Measure the areas of shapes using the grid structure</li> <li>• Position: Locate positions on grid maps</li> <li>• Position: Create and interpret grid maps</li> <li>• Position: Use directional language and describe routes with grid maps</li> <li>• Area: Use square centimetres to measure and estimate the areas of rectangles</li> <li>• Area: Measure the areas of shapes using the grid structure</li> <li>• Time: Represent and read analogue time</li> </ul>
<b>HSIE</b>	<p><b>History – “First Contacts”</b></p> <p>In this unit, students will explore how exploration and British colonisation changed the knowledge of the world and the relationships people had with land. They will learn about the journeys of early explorers and how their discoveries expanded the map of the world. Students will also study the impact of British colonisation on Australia, focusing on how it affected Indigenous people's connection to their land, culture, and way of life. Through this unit, students will gain an understanding of the historical events that shaped Australia's past and the ongoing consequences for Indigenous communities.</p>
<b>Science</b>	Science not taught this term
<b>PDHPE</b>	<p><b>Personal Development/Health</b>  <b>The Resilience Project</b></p> <p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others’ health, safety and wellbeing. Students will plan and</p>

	<p>practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><b>Protective Behaviours:</b>  Students complete this unit in final 3 weeks of each term.  Students learn strategies and avenues for keeping themselves safe. They will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> <li>• Nothing is so awful that we can't talk about it with someone</li> </ul> <p>Students will identify:</p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Arts: "First Contacts"</b>  In this unit, students will create artwork inspired by their History studies on First Contacts, exploring the different perspectives of the English and Indigenous peoples. They will focus on the contrasting views on land use, beliefs, and Indigenous culture, using art to express these important themes.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Use the forms to suggest the qualities of subject matter.</li> <li>• Emphasise or exaggerate certain qualities of selected subject matter by focusing on details, using distortion and elongation, changing viewpoint or enlarging or reducing the scale (eg in drawing, painting, digital works, video, sculpture)</li> <li>• Investigate various construction techniques and spatial arrangements suited to the interpretation of</li> <li>• Select subject matter in sculpture and in other three-dimensional work including installations and ceramics.</li> <li>• Acknowledge that artists make artworks for different reasons and that various interpretations are possible.</li> <li>• Recognise that people have different views about artworks and their meanings that are informed by their understanding of such things as the circumstances of the work, the artist's intentions and skill, and what the work is about.</li> </ul> <p><b>Music – Introduction to Boomwhackers</b>  Students will learn to play music using boomwhackers and will demonstrate an understanding of the concepts of music through their singing, playing and moving activities.</p>



Term 4	
Religion – Pedagogy of Encounter	<p><b>Encountering the Presence of God</b></p> <p>This module is about students learning to be aware of God's presence in their lives. They will learn about prayer as the "mysterious encounter", the listening and conversing, between God and people. Students will be invited to deepen their relationship with God and with others through prayer. Students will learn about how Catholics celebrate the presence of Jesus in the Liturgy of the Eucharist. They identify words, actions and symbols used in the Sacrament of Eucharist to communicate Jesus' presence and action. The module concludes with learning about the liturgical season of Advent as a time to prepare for the coming of Jesus into our world and how Jesus is Emmanuel – 'God with us'.</p>
English	<p><b>Oral Language and Communication</b></p> <p>Through speaking and listening experiences students will:</p> <ul style="list-style-type: none"> <li>• Listen for understanding <ul style="list-style-type: none"> <li>○ ask questions</li> <li>○ clarify and paraphrase</li> <li>○ provide feedback</li> </ul> </li> </ul> <p><b>Spelling &amp; Vocabulary</b></p> <p>Phonological component</p> <ul style="list-style-type: none"> <li>• The <b>phonological</b> component of spelling refers to the relationship between sounds (phonemes) and letters (graphemes) in written language. It involves understanding how spoken words are represented in written form based on sound patterns.</li> <li>• Strengthening this aspect of spelling helps with <b>decoding</b> (reading unfamiliar words), strengthens <b>spelling skills</b> by understanding sound patterns, and supports <b>phonemic awareness</b> (ability to hear, recognise, and play with individual sounds in spoken words).</li> <li>• We will investigate key aspects such as: <ul style="list-style-type: none"> <li>○ <b>Phoneme-Grapheme Correspondence</b> – Matching sounds to letters or letter combinations, for example: The /f/ sound can be spelled as <i>f</i> (fun) or <i>ph</i> (phone).</li> <li>○ <b>Syllable Structure</b> – Recognising how words are divided into syllables and how that affects spelling, for example: <i>kitten</i> has two syllables (<i>kit-ten</i>), influencing the double <i>t</i>.</li> <li>○ <b>Spelling Patterns &amp; Rules</b> – Knowing common phonetic spelling patterns, for example: The <i>silent e</i> rule (hope vs. hop).</li> </ul> </li> </ul>

- **Blends & Digraphs** – Understanding how two or more letters represent a single sound, for example: *ch* in *chip*, *th* in *thin*, or *sh* in *ship*.
- **Pronunciation Variations** – Recognising that some words have different spellings despite similar sounds, for example: *there*, *their*, *they're* (homophones).

#### Morphological component

- The **morphological** component of spelling refers to how the structure and meaning of words (morphemes) influence their spelling. Morphemes are the smallest units of meaning in a word, such as **roots, prefixes, and suffixes**. Understanding morphology helps explain spelling patterns and word formation.
- We will examine:
  - **Base Words & Roots** – Many words share a common base/root that remains consistent in spelling, for example: *sign* → *signature* (even though pronunciation changes, spelling stays similar).
  - **Prefixes & Suffixes** – Adding morphemes to a base word can change meaning or function, for example: *happy* → *happiness* (the root *happy* stays intact).

#### Orthographic component

- **Letter-sound relationships** (grapheme-phoneme correspondence)
- **Spelling patterns and conventions** (e.g., silent letters, vowel combinations)
- **Morphological rules** (e.g., adding suffixes like *-ing* or *-ed*)
- **Word origins and etymology** (e.g., Greek or Latin roots influencing spelling)
- **Irregular spellings** (e.g., *does*, *laugh*)

Students will receive direct instruction on **Tier 2 words** (more complex, frequently occurring words that children use and see in the academic school setting).

Students will explore the spelling and meaning of **Tier 3 words** (content specific words) that they will encounter through our Science unit.

#### Reading Comprehension

- **Reading Fluency:** This term we will focus on the skills of **automaticity** and **rate**.

	<ul style="list-style-type: none"> <li>• <b>Reading Comprehension:</b> We will focus on: <ul style="list-style-type: none"> <li>○ reading for interest and a wide range of purposes</li> <li>○ comprehending text structures and features</li> <li>○ comprehending language</li> </ul> </li> </ul> <p><b>Understanding and Responding to Literature</b> Students will thoughtfully engage with a variety of <b>fiction and non-fiction texts</b> by interpreting their meaning, analysing the themes, and expressing personal reactions. This process includes both <b>comprehending</b> the information presented and <b>responding</b> through critical thinking, discussion, or writing. We will focus on:</p> <ul style="list-style-type: none"> <li>• Imagery, symbol and connotation</li> <li>• Theme</li> <li>• Argument and authority</li> </ul> <p><b>Creating Written Texts</b></p> <ul style="list-style-type: none"> <li>• While students will create a range of texts (imaginative, informative and persuasive) they will focus primarily on poetry. We will consider: <ul style="list-style-type: none"> <li>○ Word level language</li> <li>○ Sentence level grammar</li> </ul> </li> </ul> <p><b>Handwriting &amp; Digital Transcription</b></p> <ul style="list-style-type: none"> <li>• Software functionalities and typing</li> </ul>
<b>Mathematics</b>	<p><b>Number and Algebra</b> <b><i>Addition, Subtraction, Multiplication, Division and place value</i></b> Students will learn to:</p> <ul style="list-style-type: none"> <li>• Use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10</li> <li>• Use the structure of the area model to represent multiplication and division</li> <li>• Whole numbers: Apply place value to partition and regroup numbers up to 4 digits</li> <li>• Whole numbers: Recognise and represent numbers that are 10, 100 or 1000 times as large</li> <li>• Represent and solve problems involving multiplication fact families</li> <li>• Use the structure of the area model to represent multiplication and division</li> </ul> <p><b>Measurement and Space</b> <b><i>2D Shapes, Volume, 3D Objects, Chance and Data</i></b></p> <ul style="list-style-type: none"> <li>• 2D shapes: Compare and describe features of two-dimensional shapes</li> <li>• Area: Use square centimetres to measure and estimate the areas of rectangles</li> <li>• Area: Measure the areas of shapes using the grid structure</li> </ul>

	<ul style="list-style-type: none"> <li>• Area: Compare surfaces using familiar metric units of area</li> <li>• Volume: Measure and order containers using litres (A)</li> <li>• Volume: Compare objects using familiar metric units of volume</li> <li>• Volume: Use scaled instruments to measure and compare capacities</li> <li>• 3D objects: Make models of three-dimensional objects to compare and describe key features</li> <li>• Volume: Compare objects using familiar metric units of volume</li> <li>• Collect discrete data</li> <li>• Organise and display data using tables and graphs</li> <li>• Interpret and compare data</li> <li>• Construct and interpret data displays with many-to-one scales</li> <li>• Identify possible outcomes from chance experiments</li> <li>• Describe the likelihood of outcomes of chance events</li> </ul>
<b>HSIE</b>	History/Geography not taught this term
<b>Science</b>	<p><b>Material World</b></p> <p>In this unit, students will explore how different materials change when exposed to various types of heat. They will investigate how heat can affect materials in different ways, such as melting, bending, or expanding, and learn about the properties that make some materials more suitable for different purposes. Students will then apply this knowledge by developing and constructing a building resource within the school to meet a specific need, using materials that are carefully chosen based on their reactions to heat. This hands-on project will help students understand the practical applications of science in the world around them while developing their problem-solving and creative thinking skills.</p>
<b>PDHPE</b>	<p><b>Personal Development/Health</b></p> <p><b><i>The Resilience Project</i></b></p> <p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><b><i>Protective Behaviours:</i></b></p> <p>Students complete this unit in final 3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. They will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> <li>• Nothing is so awful that we can't talk about it with someone</li> </ul>

	<p>Students will identify:</p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Arts: “Taking Shape”</b></p> <p>In this unit students will explore the visual elements of art: line, color, shape, texture, form, value, and space. They will create artworks to demonstrate understanding of these elements to allow them to appreciate the ideas and communicate ideas in their artworks.</p> <p>Students will learn:</p> <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• develop their artistic intentions in art making and consider how these affect the look of the work, its details and an audience’s response</li> <li>• select and explore different aspects of subject matter in particular ways in their making of artworks</li> <li>• Understand how artists, including themselves, have intentions that affect the look of the work and its details</li> <li>• Understand how artists think about what an audience may think about their work when they make art</li> <li>• Understand how artists, including themselves, can interpret the world in particular ways in their art making</li> </ul> <p><b>Visual Arts: “Celebrating Christmas”</b></p> <p>In this unit, students will explore the festive season through art by creating their own Christmas-themed artworks. They will learn about different artistic techniques and styles, such as painting, drawing, and collage, to represent elements of Christmas. Students will express their creativity by designing holiday decorations, illustrating festive scenes, and creating unique gifts or cards. The unit will also encourage them to reflect on Christmas traditions, symbols, and cultural celebrations, using art to share their personal ideas and experiences of this joyful time of year.</p> <p><b>Music - Boomwhackers Part 2 &amp; Christmas Concert Preparations</b></p> <p>Students will continue to learn how to play simple songs using boomwhackers. They will use this knowledge to improvise and organise simple melodic compositions. They will notate and identify the use of musical concepts in their own work using traditional music notation. Students will learn to sing songs in preparation for the end of year Carols by Candlelight Concert.</p>

### Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

#### Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class HSIE, Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lesson, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

#### Inquiry in Year 3

##### Question

With guidance, construct a research question.

##### Plan

List prior knowledge and identify gaps in knowledge to help direct research.

Co-construct a plan for inquiry, including a timeline, in a suitable format eg Mind mapping, brainstorming, graphic organisers

##### Locate

Locate a range of information sources

- Keyword searching online
- Browsers/internet
- Emailing
- Use Catalogues to locate a resource – online (regional libraries) and in-school (OLIVER)
- Shelving styles e.g. Dewey, genre

##### Identify and use

- Contents Page
- Index

- Glossary
- Online menus
- Hyperlinks and shortcuts
- Headings & Sub-headings

### **Comprehend**

Scan resources to determine their relevance for the given task.

### **Record**

With guidance

- Record facts in an appropriate format
- summarise information gathered
- judge the credibility of a resource.

### **Evaluate**

Evaluate research, ideate and draw conclusions

### **Make**

Identify a suitable format/program and organise information to suit that format/program.

For example:

- Report
- Video
- Poster
- Podcast

### **Audience**

Present information using age-appropriate language and in a format suited to the intended audience.

Publish information so that it is easily accessible for the intended audience.

### **Offer feedback**

- Self-assess their product (during task and final product) using agreed success criteria
- Accept (and use where appropriate) peer feedback

### **Publish**

Identify a range of opportunities to publish work

- Digital
- Print
- Face-to-face
- Local/Global

### **Reflect**

Think about how we learn (Learning Dispositions)

- Collaboration
- Skilful Communication
- Self-Regulation
- Persistence
- Identify areas of growth and potential for improvement

## **Physical Education in Year 3**

**Unit 1 – 15 weeks**

**Movement Skills - Athletics**

	<p>Students perform movement skills in a variety of sequences and situations. They propose a range of alternatives to solve movement challenges through participation in a range of activities. Students describe and practise interpersonal skills to promote inclusion to make themselves and others feel they belong. They incorporate elements of space, time, objects, effort and people in creating and performing simple movement sequences.</p>
<b>Unit 2 – 15 weeks</b>	<p><b>Movement Skills - AFL</b></p> <p>Students work towards developing the fundamental motor coordination skills necessary to play a modified version of AFL. The lessons focus on learning through play and students are encouraged to have fun whilst learning how to hold, handpass, kick and mark the ball. In addition, students will discuss the importance of teamwork and fair play with opportunities provided to develop these social skills in pairs and small groups.</p>
<b>Unit 3 – 15 Weeks</b>	<p><b>Movement Skills - Hockey</b></p> <p>Students learn the basic skills of hockey. As a guiding principle, safe practice is paramount, and students learn the skills of hockey in a safe environment.</p>