



Year 3 - 2024 Term 1 Overview

Welcome to the 2024 school year! The year ahead promises to be an exciting, engaging and rewarding year of learning for our students.

The students will continue to develop the many attributes that contribute to becoming successful lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem-solving, life-related skills. Learning tasks will also embed the '4 Cs of 21st-century learning' - Critical thinking, Creativity, Collaboration and Communication.



Throughout this term, the students will be supported through a range of learning experiences that will further develop their Habits of Mind. This term, the focus will be on, 'Thinking Interdependently' (working with and learning from others in reciprocal situations), 'Thinking About Your Thinking (Metacognition)' (being aware of your own thinking, strategies and feelings) and 'Persisting' (persisting with a task through to completion) and the learning dispositions which lead to a Growth Mindset. Underpinning and explicitly taught through every learning experience will be the Four Capabilities from the Victorian Curriculum: Personal and Social, Ethical, Intercultural, and Critical and Creative Thinking. These approaches align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum.

Throughout the year the students will be participating in the digital safety and wellbeing program 'Inform and Empower', including live-streamed incursions each term. This term, the focus of the incursion will be 'Digital footprint and identity', 'Passwords' and 'Internet Etiquette'. The concepts covered in these sessions will be further explored in class and in Digital Technologies lessons.

NAPLAN will also be held in Weeks 7 & 8 of this term, from March 13th to 22nd.

RELIGION

Daily prayer and regular Christian meditation led by the students, are an integral part of our Religious Education program.

Forgiveness and Healing - Reconciliation

The students will grow in understanding that:

- the concepts of 'forgiving' and 'healing' are central to the Sacrament of Reconciliation
- there are four stages of reconciliation: admitting wrong; saying sorry; being forgiven; making up
- Jesus shows people how to forgive.



The Journey: Lent, Easter and Beyond

The students will grow in understanding that:

- during Lent we strive to give alms, help others and pray more often
- we celebrate the life of Jesus in the events of Holy Week and Easter.

INTEGRATED TOPIC

Better Together

The students will:

- explore the various groups we all belong to
- identify and describe the rights and responsibilities within the different groups we belong to, including our families, our school and our community
- learn and enact our School Values to help us become better learners and establish positive relationships with others
- understand and adopt the positive learning dispositions of the Habits of Mind and learn how a Growth Mindset supports us to approach new challenges and become lifelong learners
- explore our rights and responsibilities in online contexts and understand online boundaries and consent.

MATHEMATICS

Developing 'number sense' is an essential component of learning in Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.



The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 3 students, *understanding* would include making connections between representations of numbers; *fluency* would include ordering whole numbers from smallest to largest; *problem-solving* would include formulating and solving problems using whole numbers and materials; and *reasoning* would include investigating strategies to perform calculations efficiently.

The following topics will be covered this term:

Number

Place Value

- reading, writing and ordering four-digit numbers and beyond
- identifying the value of digits within a number –
e.g. 5682 = 5 thousands, 6 hundreds, 8 tens and 2 ones
- rounding four-digit numbers to the nearest 10, 100 or 1000
- adding and subtracting 10, 100 or 1000 to/from four-digit numbers.

Measurement and Geometry

Shape

- comparing regular and irregular two-dimensional shapes and 3D objects
- describing the key features of two-dimensional shapes and three-dimensional objects.

Statistics and Probability

Data

- interpreting and comparing data displays such as column, bar, pie and picture graphs.

ENGLISH

Reading

The students have been listening to, 'Tales of a Fourth Grade Nothing' by Judy Blume. To further develop the students' comprehension skills, they will participate in creative text responses and will locate literal and inferential information in the story. The students will also be examining the features of this narrative text, looking carefully at examples to highlight the structures, vocabulary and plot development techniques that the author used.

The students will read a variety of fiction and non-fiction texts to develop decoding skills and fluency.

The following reading strategies will be developed:

- recalling facts and details
- identifying the main idea
- understanding the sequence of events or instructions
- making predictions in fiction texts.

Writing

The focus is narrative and persuasive writing.

The students will analyse various examples of narrative texts, identifying the main parts and key language features. They will be given opportunities to write their own imaginative texts, employing their knowledge of what makes an interesting narrative, such as plot and character development.

The students will analyse various examples of persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own persuasive texts, using their growing knowledge of what makes a strong persuasive text, such as the use of emotive language and evidence to support their arguments.

The students will be encouraged to reread and edit their texts for appropriate structure, grammatical choices and punctuation.

Grammar & Punctuation

Each week, the students will investigate an area of grammar or punctuation and then include it in their writing.

This term, the students will be exploring and reinforcing

- correct sentence structure
- nouns - common and proper
- ending punctuation - '.', '?', '!'
- adjectives.



Word Study

Spelling strategies will be developed throughout the year to assist the students to become independent and successful writers. The main spelling strategy is the 'CHIMP' method. Each week there is a focus on a particular sound and the letters that represent that sound. There is also an emphasis on word meaning and vocabulary development.



The students will be focusing on the following letter/spelling sounds:

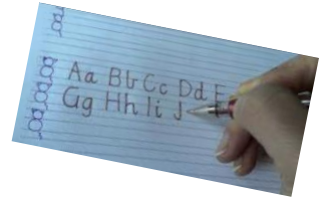
- 'b', 'bb' sound, as in 'balloon', 'ribbon'
- 'a' sound, as in 'apple'
- 'k', 'c', 'qu', 'ck', x 'ch' sound, as in 'kite', 'car', 'queen', 'sock', 'fox', 'school'
- 'e', 'ea' sound, as in 'egg', 'head'
- 'd', 'dd' sound, as in 'duck' and 'paddle'
- 'f', 'ff', 'ph' sound, as in 'fish', 'cliff', 'phone'
- 'o', 'a' and 'au' sound, as in 'orange', 'watch' and 'auto'
- 'i' sound, as in 'igloo'.

The students will practise spelling their words using the 'CHIMP' spelling method:

- CH - Chunk (break the word up into parts)
- I - Investigate (find out about the word, its meaning and related words)
- M - Memory screen (commit the word to memory by visualising it and writing it)
- P - Practise (write the word in a sentence).

Handwriting

The students will focus on letter formation, direction, placement on lines of lower and upper case letters, pencil grip and good writing posture. They will continue their revision and practice of using the Victorian Modern Cursive script.



The students will focus on:

- numerals and punctuation
- letter size and position.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The students will be:

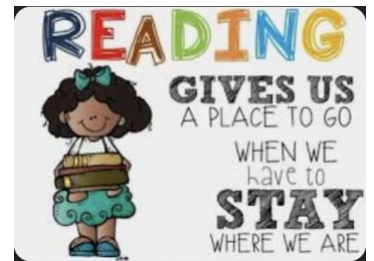
- further developing their active listening skills
- giving reasons for personal preferences when discussing and exploring texts
- comparing opinions about characters, events and settings, in and between texts
- communicating and expressing ideas.

LIBRARY

The theme that the students will focus on this term is, 'I Am a Reader', which aims to encourage all students to see themselves as competent and confident readers, who read a wide range of texts, for different purposes.

Through the planned learning experiences, the students will:

- reflect on their preferred types of texts, including novels, comic books and magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a 'wish list' of books they would like to read in the future
- share how different books have made them feel
- make connections between texts and their own experiences, as well as to the wider world
- borrow and scan their books, choosing from fiction and non-fiction collections.



Library borrowing day is Thursday - students require their library bag to borrow.

Happy Reading!
Bernadette Healy

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM).



The topics that will be covered during the weekly lessons are:

- *What is Gratitude?* - learning to define gratitude
- *What is Empathy?* - understanding the meaning of empathy and the importance of showing it
- *Mind Full vs Mindful* - describing the difference between 'mind full' and 'mindful' and exploring ways we can practise mindfulness
- *Introduction to Emotional Literacy* - identifying and describing different emotions
- *My Character Strengths* - identifying our character strengths
- *Spotting Character Strengths* - understanding that our character strengths can help others.

HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. They are also required to use their student diaries as an organisational tool and, at the beginning of each week, the students will record key events for the upcoming week. The students are required to have their diary signed by a parent or guardian each week **and submit their diary to their classroom teacher each Monday.**

DESIGN AND DIGITAL TECHNOLOGIES

This term the students will start with a focus on online safety, looking at how to keep their information safe and how to behave appropriately while online or using technology. This will coincide with another year of taking part in the 'Inform and Empower Digital Safety and Wellbeing' program and participating in termly live streams. The focus of 'Inform and Empower' this term will be *digital footprint & identity, passwords and internet etiquette.*

Then the focus will shift to the design curriculum as the students learn about the design process and have the opportunity to use this process to create solutions for a given problem.



The students will:

- define what a '*digital footprint*' is
- discuss strategies to protect their information online
- understand the meaning of 'consent' and how it relates to their actions and behaviours while online
- identify and explain the steps in the design process
- use the design process to design and make products and solutions.

Sam Cassimatis

VISUAL ARTS

This term the students will be learning about Cubism. They will be using stencils and guides to help them create an asymmetrical self-portrait with watercolour paints. The students will include a mix of different shapes and colours, they will also add features such as hair, shoulders and segmented shapes to make up the background. This topic will form part of the artworks that will be included in our school art show later this year.

Jules Brooks

Please remember to bring your art smock each Wednesday.



ITALIAN

L'Aula Italiana (The Italian Classroom)

This term, the students will revise greetings and key phrases that will support them in everyday conversations in the classroom. The students will revise the days of the week and through this, be encouraged to share their interests and leisure activities which they do at home. Towards the end of the term, the students will also explore the Easter Tradition and make connections and comparisons between traditions in Italy, Australia and their own cultural backgrounds.



Signora Merola

PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The students will:

- improvise a simple melody from the notes of the C major scale
- learn about pitch and pattern in music by creating harmonic and rhythmic ostinati (repeating patterns)
- explore and experience a range of dramatic roles and situations that they initiate and develop
- evaluate personal and group dramatic performances, eg. 'How well did I collaborate to make drama?'



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- increase their range and application of motor skills by refining and further developing their hand-eye and foot-eye co-ordination, by applying these skills in sports such as cricket and soccer
- further develop and refine techniques used to propel objects toward a target
- refine locomotor skills by demonstrating acceleration and deceleration within game situations
- adopt and implement inclusive practices when participating in sports and physical activities by demonstrating the ability to work cooperatively in a team environment by exhibiting skills such as maintaining possession, passing to other players and listening to teammates.

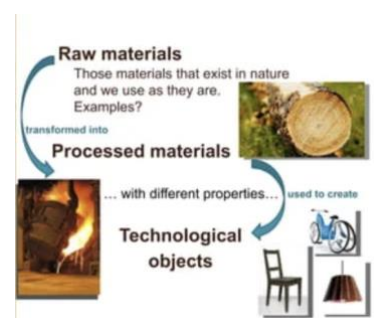
Coach Bruno

SCIENCE

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will further develop collaborative skills and a shared scientific language and mindset.

The students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Chemical Science. The students will:

- describe the properties of different natural and processed materials
- understand that properties of materials influence their use.



Janelle Baldwin

REMINDERS

Monday:

- Diary handed in

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies
- Visual Arts - art smock required

Thursday:

- Huff and Puff 8:55 - 9:05am
- Science
- Library - library bag required for borrowing

Friday:

- Sport - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact us during the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.