



## Year 3 - 2025 Term 1 Overview

Welcome to the 2025 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, 'Persisting' (persisting with a task through to completion), 'Managing Impulsivity' (thinking before acting, remaining calm and thoughtful) and the learning dispositions that 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 12th to 21st.



### **RELIGION**

Daily prayer, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.

The learning units that will be explored this term are:

- *Forgiveness and Healing - Reconciliation*
- *The Journey: Lent, Easter and Beyond.*

## INTEGRATED TOPIC

### **'We Belong' - Health, Capabilities**

The students will:

- explore the various groups we all belong to
- understand we all have rights and responsibilities within the different groups, including our families, our school and in our community
- further develop their understanding of our School Values to help them become better learners and promote positive relationships with others
- understand and aim to adopt the positive learning dispositions of the Habits of Mind and the Growth Mindset to approach new challenges and become lifelong learners
- explore the reasons why we have rules and laws
- understand rights and responsibilities online.



## 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.

Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' it in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

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.

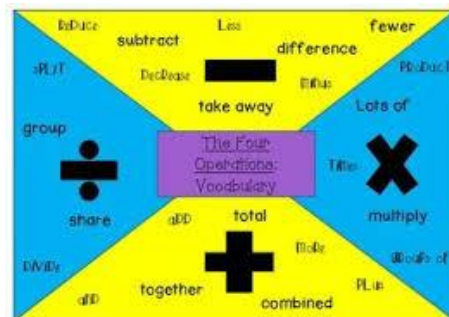
The following topics will be covered this term:

### **Number**

- Place Value
- Addition
- Subtraction
- Multiplication
- Division

### **Measurement**

- Time





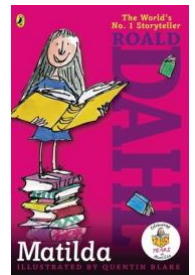
## ENGLISH

### Reading

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.

The students have been listening to 'Matilda' by Roald Dahl. 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 uses.



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

### Writing

The focus this term 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 in becoming independent and successful writers. 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'.



### 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:

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

**Library borrowing day is Thursday.**

### **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). Lessons based on this project will occur weekly throughout the term.



The topics that will be covered this term are:

- Introduction to Emotional Literacy
- My Character strengths
- Acting with Empathy
- What is Gratitude?
- Rewiring our brains
- Reset your Brain
- Walking Meditation



### **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 *understanding the internet and rights & responsibilities when online*.

### **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.**

### **ITALIAN**



#### **Le Domande (Questions)**

To begin the term, the students will revise expected behaviours in the Italian classroom and will work to develop a class contract. They will then revise their understanding of question words and apply these to simple sentence stems, e.g.: 'Cosa ti piace mangiare? The students will develop their ability to apply question words in sentences, displaying this understanding artistically and through short role plays. Additionally, to celebrate Carnevale in Venice, they will learn about traditional characters and make masks.

Signora Merola

## **PERFORMING ARTS**

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The main focus this term will be drama and will include focus and concentration games and improvisation activities.

Karil Torcasio



## **PHYSICAL EDUCATION**

This term, Year 3 students will consolidate and further refine their fundamental motor skills of running, catching and overhand throwing, and apply these skills in a series of games and sports, such as Netball and Australian Rules Football.

Coach Bruno

## **SCIENCE**

The focus this term is on Chemical Sciences.

The students will:

- describe the properties of different materials
- identify and classify materials as natural or man-made
- identify different uses for different materials based on their properties.

Janelle Baldwin

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact us anytime throughout 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.

## **REMINDERS**

### **Monday:**

- Assembly, changing to 2.45pm each Monday from March 17

### **Tuesday:**

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

### **Wednesday:**

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### **Thursday:**

- Science
- Library - library bags are required for borrowing

### **Friday:**

- Classroom sport - sports uniform to be worn

**IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES**

<b><u>Date</u></b>	<b><u>Activity</u></b>	<b><u>Time</u></b>	<b><u>Place</u></b>
February 21	Welcome Picnic	6-8.30pm	Top court playground
February 24	Ivanhoe Districts Swimming Championship - selected Year 3-6 students	9-12pm	Northcote Aquatic Centre
February 25	Open Day #1	All day	
March 4	Shrove Tuesday	All day	
March 5	Ash Wednesday whole school mass	9.15am	MI Church
March 10	Labour Day Public Holiday - no school	All day	
March 11	Open Day #2	All day	
March 12	Celebration of Learning	2.15-3.15pm	Classrooms
March 13	SAC Meeting	7pm	MIPS Board Room
March 19	Reconciliation Family Workshop	6.30pm	MI Parish Centre
March 19	Year 3 & Year 4/5 Class Mass	9.15am	MI Church
March 20	Reconciliation Retreat Day	All day	MI Parish Centre
March 25	PLP Meetings		
March 27	Sacrament of Reconciliation	6pm	MI Church
April 1	PLP Meetings		
April 3	Open Day #3	All day	
April 4	End Term 1 - Students dismissed 1pm	1pm	