



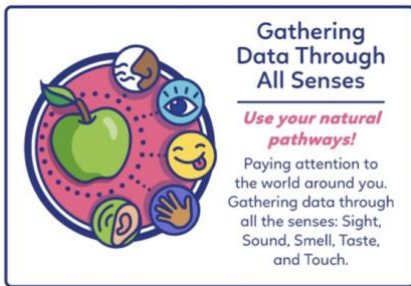
Year 3 - 2025 Term 3 Overview

Welcome to Term 3 in Year 3MH! It is sure to be an exciting term with lots of exciting experiences planned and amazing learning opportunities. We look forward to Science Week, including a whole school incursion and Science Week dress-up day, Book Week and the Performing Arts Showcase at the end of the term.



We are lucky enough to also be taking part in the Dairy Australia's Picasso Cows program which will be taking students on a deep dive into the Australian Dairy Industry. From its health and nutritional benefits to life on the dairy farm, all the way to how milk ends up in their lunchboxes, they'll learn it all in a hands-on way. And the best part? They'll transform a life-size fibreglass cow into a masterpiece of their own design!

Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary approaches, such as the Habits of Mind and the learning dispositions that lead to a Growth Mindset. The students will focus on these Habits of Mind, 'Gathering Data Through the Senses' - allowing information into our brains from many senses and not just one or two; 'Striving for Accuracy' - always doing your best, setting high standards and finding ways to improve; 'Taking Responsible Risks' - drawing on past knowledge, being thoughtful about consequences, and accepting that uncertainty and risk of failure are a normal part of the learning process that underpins the learning dispositions which lead to a Growth Mindset. These thinking tools 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.



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RELIGION

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

Celebrate God's Creation

In this unit, the students will grow in understanding that we learn about God in the stories of creation and can appreciate, care for and celebrate God's creation in prayer and action.



The Presence of the Spirit

In this unit, the students will grow in their understanding of the Holy Spirit, its role in the development of the early church and in our lives today.

INTEGRATED TOPIC

Stop, Collaborate and Listen!

As part of this unit, the students will be participating in the 'Taste and Learn' program which has been developed by the CSIRO. This program will provide students with age-appropriate activities and hands-on experiences that will help them build knowledge, awareness and enjoyment of healthy foods, with a strong focus on vegetables, in order to positively impact their health and wellbeing.

Throughout the unit, the students will:

- increase knowledge and familiarity with less common vegetables
- increase knowledge about growing and preparing vegetables
- develop awareness of cultural diversity in food and vegetable preferences
- build vocabulary around how food preparation affects the sensory characteristics of vegetables
- investigate the relationship between cooking/preparation and the taste/texture of vegetables
- investigate food production in modern societies
- become aware of food wastage and its relation to food appearance
- plan a sequence of steps when designing a solution to a given problem based on knowledge of food production
- evaluate a design solution based on given criteria.



MATHEMATICS

Developing number sense is an essential component of 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 addition strategies, including doubles and near doubles, multiplication facts of the 2, 3, 4, 5 and 10 times tables, counting, skip counting and purposeful 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' them 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 interpreting mathematical information; *fluency* would include choosing efficient strategies to solve problems; *problem-solving* would include verifying that their answers are reasonable; and *reasoning* would include justifying strategies used and conclusions reached.

The following topics will be covered this term:

Number

Addition and Subtraction

The students will:

- add and subtract three-digit numbers using concrete materials
- partition numbers into place value parts
- apply inverse operations for three-digit addition and subtraction
- round two-, three- and four-digit numbers to the nearest 10, 100 or 1000
- estimate and check answers when solving problems.

Multiplication and Division

The students will:

- represent multiplication and division problems with bar models
- create multiplication and division number sentences from worded problems
- use a calculator for multiplication and division.

Measurement

Time

The students will:

- read analog times to the quarter hour, five minutes and the exact minute
- match analog and digital times.



Angles

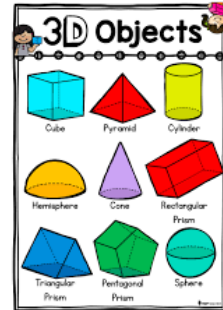
The students will:

- recognise angles as a measurement of turn
- identify and draw right angles
- compare turns and angles to right angles.

Geometry

The students will:

- identify and name three-dimensional objects
- describe the features of three-dimensional objects
- identify real-life three-dimensional objects
- build and compare three-dimensional objects.

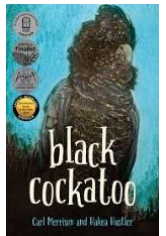
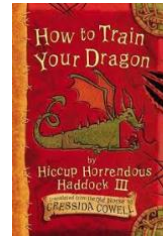


ENGLISH

Reading

This term, the students will read the class novels, 'Black Cockatoo' and 'How to Train Your Dragon', as a whole class. These texts will allow the students to apply reading strategies and develop skills, such as:

- making predictions
- identifying the authors' purpose
- making inferences
- visualising.



They will continue to develop comprehension strategies to build literal and inferred meaning in order to expand their content knowledge, understanding and enjoyment of texts.

Writing

Grammar & Punctuation

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

This term, the students will be exploring:

- plurals
- nouns
- proper nouns
- verbs
- adjectives
- homophones
- compound words.

Handwriting

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- explore and apply starting and finishing points, diagonal joins and horizontal joins
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.



Word Study

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, and on using the words in context.

This term, the students will be focusing on the following letter/spelling sounds:

- 'n' 'nn' 'kn' as in net, winner, knife
- 'n' 'ng' as in ankle and thing
- long o 'oa' 'o-e' 'ow' 'o' as in boat, rose, window, comb
- 'p' 'pp' as in pig, slipper
- 'r' 'rr' 'wr' as in robot, carrot, wrist
- 'ar' 'a' as in star, glass
- 's' 'ss' 'se' 'ce' 'x' 'c' as in seal, kiss, mouse, juice, fox, pencil
- 'ir' 'ur' 'or' 'er' as in bird, nurse, world, fern
- 't' 'tt' as in tiger, button.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills. The students will prepare a fortnightly presentation for class based on relevant curriculum topics, including Book Week and Science Week.

Library borrowing day is Thursday.

Happy Reading!

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 through the term.



The topics that will be covered this term are:

- 'Reset Your Brain' - recognise that some situations in life cause parts of our brains to feel scared, worried, angry or threatened
- 'Walking Meditation' - use walking meditation as a mindfulness strategy
- 'I Notice, I Feel, I Can' - identify what we notice and feel in our bodies, hearts and minds when we experience uncomfortable, painful or challenging moods or emotions
- 'What Influences our Emotions' - understand that helpful thinking and positive self-talk can change how we feel.

DIGITAL TECHNOLOGIES

The 'Inform and Empower' digital safety program will focus on 'Cyberbullying' this term - navigating uncomfortable situations, being an upstander and help-seeking strategies.

The Digital Technologies program will focus on programming a sequence this term. The students will use a visual programming environment, such as [Code.org](https://code.org), to implement algorithms (sequence of instructions) as visual programs involving user input, branching and repetition (iteration).

VISUAL ARTS

The focus in Visual Arts this term will be to explore some of the seven elements of art (form, colour, line, shape, texture, value and space).

The students will:

- explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations
- create a portrait of someone with crazy hair by experimenting with different types of lines
- create a texture mural by changing the feel of a piece of paper
- create an artwork to show depth by overlapping fruit in a fruit bowl
- create the illusion of depth by experimenting with object size.

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**. Other home learning may include additional Integrated Studies learning tasks.

ITALIAN

This term, the students will focus on expressing 'i sentimenti' (feelings) and practise how to ask and answer questions about how they are feeling. They will also learn to share information about themselves, such as their name, age, and where they live.

To add more depth to their conversations, the students will explore simple adjectives to describe themselves and their friends. Cultural learning will continue with 'La Festa del Papà' (Father's Day), connecting language skills with Italian traditions.



ENGLISH	Emoji	ITALIAN
Happy	😊	felice
Joyful	😄	gioioso
Relaxed	😌	rilassato
Speechless	😶	senza parole
Embarrassed	😳	imbarazzato

These topics will help the students continue to build confidence in everyday communication and deepen their understanding of Italian through hands-on and new learning experiences.

Signora Lauren

PERFORMING ARTS

This term, our main focus will be on preparing students for the upcoming Performing Arts Concert. The students will:

- learn and practise both individual and group rehearsal techniques to refine their performances
- explore key elements of stagecraft to build confidence and enhance stage presence
- develop and strengthen their vocal skills
- learn and memorise choreography and movement sequences for their performance pieces
- engage in a fun, collaborative, and rewarding creative process.



Karil Torcasio

PHYSICAL EDUCATION

The students will further develop their Physical Education skills by engaging in a range of activities that build endurance, teamwork and sport-specific techniques. Through structured drills and game-based learning, they will enhance their fitness, coordination and tactical understanding while developing communication and collaboration skills. The students will;

Touch Football:

The students will:

- develop fundamental skills such as passing, catching, evasion and defensive positioning
- apply basic game strategies, including support play and spatial awareness, in modified touch football games
- practise teamwork and communication through structured drills and small-sided matches.

Athletics:

The students will:

- shot put: learn proper grip, stance and pushing technique to build power and accuracy
- high jump: develop approach run, take-off and bar clearance techniques
- discus throw: focus on grip, spin technique and release for distance and control.

Coach Bruno

SCIENCE

The focus this term is on Earth and Space Sciences.



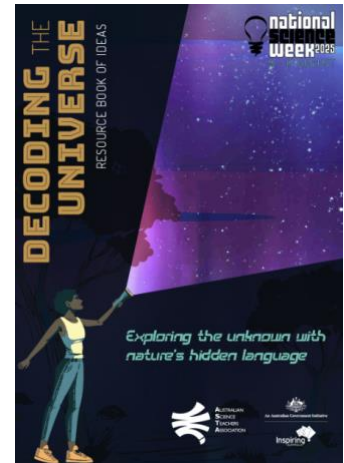
The students will:

- explore Earth's relationship with the Sun
- investigate how the Sun, Earth and Moon interact
- identify the changes that occur, including day and night and the seasons, as a result of the Earth's rotation on its axis and its tilt.

The students will also celebrate National Science Week in August. This year's theme is '*Decoding the Universe – Exploring the unknown with nature's hidden language*'. Throughout this week, the students will participate in a whole-school Science Week Activity Day, and an incursion inside the visiting 'Science Discovery Dome'.

We are also having a Science Week Dress Up Day this year - students can come dressed in the 'Universe' theme - as their favourite space scientist, as an astronaut, as a rocket or space rover, as a planet or solar system, as a star or an asteroid belt - the possibilities are endless! I look forward to seeing their dress-ups at our Science Week dress-up assembly at 9am on Thursday August 21. Parents are welcome to attend.

Janelle Baldwin



Monday:

- Assembly 2:45pm fortnightly - see school calendar for dates
- Students to bring diaries in
- Digital Technologies

Tuesday:

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

Thursday:

- Huff N Puff
- Science
- Library - library bags are required for borrowing
- Visual Arts - art smocks are required

Friday:

- Sport - sport uniform to be worn

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.