

	- understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession AC9E3LA11 Literature: - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02 - discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03 - discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LE05 Literacy: - recognise how texts can be created for similar purposes but different audiences AC9E3LY01 - use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02 - identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03 - read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 - use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 - plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 - write words using joined letters that are clearly formed and consistent in size AC9E3LY08 - understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09 - understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10 - use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11 - recognise and know how to write most high-frequency words including some homophones AC9E3LY12
Mathematics	Students will participate in four Daily Review lessons per week. This creates a routine of constant practice and retention of content, reinforcing the taught concepts for long-term preservation. Complimentarily, students engage in three Direct Instruction sessions per week to introduce new content, reteach concepts and participate in investigative tasks. Number - AC9M3N01 - recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 - AC9M3N03 - add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations - AC9M3N04 - multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies - AC9M3N06 - use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts

	- AC9M3N02 - recognise and represent unit fractions including 1221, 1331, 1441, 1551 and 110101 and their multiples in different ways; combine fractions with the same denominator to complete the whole - AC9M3N06 - use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation Algebra - AC9M3A02 - extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator - AC9M3A03 - recall and demonstrate proficiency with multiplication facts for 3,4,5 and 10; extend and apply facts to develop the related division facts Measurement - AC9M3M03 - recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events - AC9M3M02 - measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings Space - AC9M3SP01 - make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses Statistics - AC9M3ST01- acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets - AC9M3ST03 - conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest
HaSS	This Year 3 unit explores how democracy began in Ancient Greece, examining daily life, key figures, and the development of Athenian democracy. Students will compare different systems of rule, consider rights and responsibilities of citizenship, and reflect on the idea of equal representation in its historical context. AC9HS3K07 why people participate within communities and how students can actively participate and contribute to communities Skills: AC9HS3S01 develop questions to guide investigations about people, events, places and issues AC9HS3S02 locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS4S03 interpret information and data displayed in different formats AC9HS4S04 analyse information and data, and identify perspectives AC9HS4S05 draw conclusions based on analysis of information AC9HS4S07 present descriptions and explanations, using ideas from sources and relevant subject-specific terms
Science	This term, students will explore Earth and Space Sciences, focusing on soils, rocks, and minerals. They will investigate how rocks and minerals are formed, classified, and used in everyday life, as well as the role of geologists in studying these resources. Students will also examine soil composition and the features of healthy soil, learning why it is important for farming, gardening, and construction. Curriculum Links: AC9S3U02 – compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources Skills: - Plan and conduct investigations, making careful observations and comparisons - Record and interpret data using tables, charts, and diagrams - Communicate findings using relevant scientific terms and descriptions
The Arts	

	The Arts focus for Term 4 in Year 3 is Music. Students will continue with the unit from last term called ‘Music and the Elements: Earth, Water, Fire and Air’ (Good to Great Schools). Students will continue to explore how nature is represented in music and create their own compositions inspired by natural elements. Students will continue to develop their understanding of beat, rhythm, instrumentation, texture, and pitch through analysis and practice. Students will also learn how to play the Ukulele and finish the term learning Christmas songs. AC9AMU4E01 AC9AMU4E02 AC9AMU4D01 AC9AMU4C01 AC9AMU4P01
Health and Physical Education	Health: The focus for Health this term is Social Emotional Learning. Students will learn communication skills to use with peers and other skills to build resilience in the face of new challenges. AC9HP4P01, AC9HP4P04, AC9HP4P09, AC9HP4P10 Physical Education: This Term, the students will learn skills and the Game of Oz Tag. AC9HP4M01 - refine and apply fundamental movement skills in new movement situations AC9HP4M02 - apply and adapt movement strategies to achieve movement outcomes AC9HP4M03 - demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences AC9HP4M04 - participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well AC9HP4M05 - participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation AC9HP4M06 - explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations AC9HP4M07 - apply creative thinking when designing movement sequences and solving movement problems AC9HP4M08 - apply rules and scoring systems to promote fair play when participating or designing physical activities AC9HP4M09 - perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities
Design Technologies / Library	This term students will explore how they can organise data using databases through the OAK program. This helps your child learn to design, store, and manage information effectively, building important digital skills they can use in everyday life and future learning. AC9TDI4K02 AC9TDI4K03 AC9TDI4P02
Language	

In Term 4, Year 3 students will extend their understanding of Chinese by creating and presenting short performances using familiar language. Through modelled activities, they will explore how to use tone, expression and gestures to share simple information and stories with others.

Students will begin to reflect on how word order in Chinese can change meaning and compare this with English structures. They will also participate in guided reflections about how people use language differently across cultures and why this matters when greeting, expressing preferences or performing.