Year 3 Term 3 Overview 2025

Week	1	2	3	4	5	6	7	8	9	10
Key Dates to Remember	13/10 - Pupil Free Day 14/10 - Classes start 17/10 - Footy Friday	20/10 - Crazy Sock Day for Sock-Tober 24/10 - Boorrowa Carnival	28/10 - 3-6 Raider's Tag		14/11 - Crazy Hair for Hampers	18/11 - 3-4 Netball Gala Day			9/12 - Optional 3 Way Conferences	16/12 - Meet The Teacher 18/12 - Farewell Assembly - Last Day for Students 19/12 - Pupil Free Day

Religion

This term, students will explore community and its purpose in the Catholic Church. They will learn how the history of a parish or diocese shapes its identity, study significant people past and present, and consider how members contribute to sustaining their community. Students will also investigate the role of prayer, including the Our Father and the Gloria, learning about their biblical origins and significance. Through these experiences, students will reflect on the importance of active participation and develop their own prayers of praise and thanksgiving.

Students will participate in paired fluency reading four days a week developing their fluency, vocabulary and comprehension. Students will also undergo the structured and systemic Spelling Mastery program four days a week to improve their spelling abilities by engaging in etymological, morphological and phonetic activities. This term, our writing focus is to elevate and refine students' skills through a range of sentence and text-level activities. The novel The One and Only Ivan by Katherine Applegate will be used for our novel study this term and students will be writing a persuasive letter.

Language:

• understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01

• understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02

- describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03
- understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04
- identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05
- understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06
- understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07
- understand that verbs are anchored in time through tense AC9E3LA08
- identify how images extend the meaning of a text AC9E3LA09
- extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10

English

• 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 AC9E3LEO1
- 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

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

Hass

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

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:

Science

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: 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. Health and AC9HP4M01 - refine and apply fundamental movement skills in new movement situations **Physical** AC9HP4M02 - apply and adapt movement strategies to achieve movement outcomes Education 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 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 Design effectively, building important digital skills they can use in everyday life and future learning. Technologies / Library 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.