



Year 3 Learning Overview

Term 1 Weeks 6-9



Upcoming Events

- Pupil Free Day** - 16th March
- NAPLAN** - 11th March- 25th March
- House Day**- 25th March
- Bush School** - 26th March
- Swimming Carnival** - 30th March
- Good Friday** - 3rd April



Reminders

Library Days

- 2B**- Wednesday
- 2G**- Wednesday
- 2W**- Tuesdays

Sports Uniforms

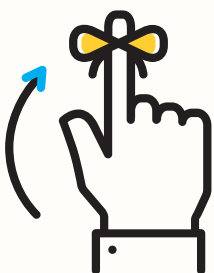
All Year 3 classes will be wearing sport uniforms on a Thursday and Friday

Extended Holidays

Please email Admin if you are intending on taking your child on an extended holiday this year.

Crunch and Sip

Please remember to pack an extra snack container of a crunchy fruit or vegetable.



Term 1 Weeks 6 - 9

RELIGIOUS EDUCATION

We will be covering the Unit Lent. Please find attached a copy of the parent letter of the parent letter with an outline of what we will be covering.



ENGLISH

Writing:

Students will continue to revise the genres of narrative and persuasive texts. These genres will be meaningfully integrated with our Bush School learning, with particular focus being on protecting the environment.

Reading:

- We will continue to be engaging in a variety of reading aloud activities- including guided reading, partner readings, echo reading and also listening to a class novel.
- Reading comprehension strategies continue to be taught- with continued focus on understanding words, finding information within a text and fact vs opinion.

Spelling:

We will be revising previously taught units in Sounds Write to consolidate their reading and writing of these sounds and their different spelling:

- Long o as in boat- oe, ow, oa, o-e, ou, ough
- Long i as in bike- i, ie, y, i-e, igh

MATHEMATICS

Number:

Reading and Writing 3 and 4 digit numbers

Recognising that the place of a digit determines its 'value'.

Addition and Subtraction Strategies

Statistics and Probability

Collecting Data- Bush School

Measurement and Geometry:

Time- to the nearest 5 minutes



We will be continuing to explore the theme of **Community**, where we will be integrating our learning within across learnign areas with Bush school

HEALTH:

After spending some time collecting data on the children's understanding of friendships, we have begun the Friendology program. In Friendology we will be focusing Friendship Skills. Between hurt feelings, following & copying, feeling left-out, students will learn how to handle tricky friendship issues. Students will learn the difference between Friendship Fires & Mean-on-Purpose behaviour, locking in their very own Quick Comeback.

We will also continue with our Keeping Safe - Topic 1: The Right to be Safe, where students are exploring rights and responsibilities, what it means to feel safe, and how to respond to unsafe situations. These important conversations empower students to use their voice and understand that everyone has the right to feel safe and respected.

HASS (Humanities and Social Sciences)

Students will be learning about the rules that need to be followed during Bush School. These rules are designed not only to keep students safe, but also to help protect the environment when visiting Star Swamp. Students will explore how environments can change over time and develop an understanding of the importance of preserving and caring for our natural surroundings.



Bush School Visit 1 (Thursday, 26 March):

Our first Bush School visit will provide students with the opportunity to learn and explore in a natural outdoor environment. During this session, students will spend time observing nature, participating in hands-on activities, and developing their curiosity about the world around them. Bush School encourages teamwork, problem-solving and respectful care for the environment while also supporting students' wellbeing through outdoor play and discovery. We look forward to a wonderful first experience learning together in nature. 🌿

To help us in our explorations, each child is required to bring in a lid from a box or ice cream container that we will make into a "noticing frame". The lid should be no bigger than a shoe box.

More details will be provided via School Stream in the coming week with a call for parent volunteers so stay tuned.



Home Reading

Home reading will begin in **Term 2**. As Term 1 is shorter than usual and includes NAPLAN and other standardised testing, this term has been focused on settling students into classroom routines, building strong learning foundations, and completing the necessary assessments that help us understand each child's current learning needs. Taking this time allows teachers to carefully assess students' reading levels and ensure that when home reading begins, books are appropriately matched to each child's abilities, supporting confidence and growth as readers.

In the meantime, we strongly encourage you to continue reading to your child and with your child each day. Shared reading is one of the most powerful ways to develop vocabulary, comprehension, and a love of books. Some simple ideas for enhancing reading comprehension at home that you may like to try while reading together, are listed on the next page.

Thank you for your continued support in fostering your child's love of reading.



Questions to ask before you read

- Can you look at the cover, title and blurb and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?

Questions to ask during the reading

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read _____, it made me picture _____ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

Questions to ask after reading

- Can you remember when/where/who/why _____?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his writing?
- What was your favorite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were _____, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?

Also, check to see if your child knows what particular words mean, especially if it is a word that you think may be new to your child.



From our Specialist Teachers

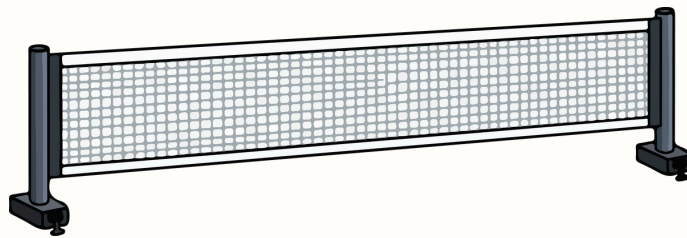
Visual Art

Students in Year 3 Art have been learning all about the OLG Code of Conduct and how this looks in the Art Room so that we can all have an amazingly fun, safe and creative time this year. We then began to learn about some of the elements of Art. Students have been working on designing a poster about 3 of these elements – shape, colour and line! We will then be moving on to creating Paul Klee inspired self-portraits. We would love to have parent helpers in the art room – so please join us!



Physical Education

This term in sport, students will apply fundamental movement skills in tennis and cricket, learning basic rules, simple tactics, and cooperative skills to create or deny scoring opportunities. In Term 1, students will participate in Swimming Trials and the School Swimming Carnival, developing swimming technique, race etiquette, and confidence in a competitive environment.



Music

Our focus in Term 1 is learning about music from around the world. We look at the elements of music (beat, rhythm, melody, form) at a variety of music from different countries. We learn songs for Ash Wednesday, Harmony Week and Easter.

