

# YEAR 3 TERM 1

## OVERVIEW



DEAR PARENTS,

WELCOME TO TERM 1, 2024. IN THIS OVERVIEW, YOU WILL FIND INFORMATION ABOUT WHAT YOUR CHILD WILL BE LEARNING THIS TERM IN YEAR 3.

MRS GUMINA AND MISS LETIZIA

# YEAR 3 TERM 1 OVERVIEW



## ENGLISH

### Narratives and Persuasive texts

- Language features
- Structure
- Plan, draft and Publish

### Spelling - SpellEx Program

- Letter sound relationships
- Conventions- Spelling rules
- Blending and Segmenting
- Encoding and decoding



### Grammar

- Sentence structure - complete sentences that have a noun and a verb

### Reading / Comprehension

#### Science of Reading

- Lexile
- TEAMS read
- Reading Strategies
- Building fluency
- Reading for meaning
- Reading to write
- Modelled, shared and paired reading



### Handwriting

- Letter formation using NSW Print

## MATHS



### Number and Algebra

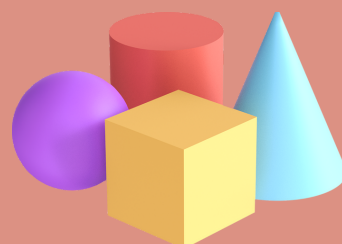
- Developing effective mental computation strategies to solve addition and subtraction problems

### Place Value

- Apply place value to partition, rearrange and regroup numbers to at least 10 000

### Shape

- Describe features of 3D Shapes
- Make models



# RELIGION



Students will learn about **The Church** through the following topics; People Participate in communities, Jesus calls people to participate in God's Family, Mary is a model for saying yes to God and the Catholic Church celebrates Mary.



Students will learn about **Lent** through the following topics; What is Lent, how Catholics celebrate mass in relation to the Last Supper and how Jesus teaches people to serve others.

Also, please be aware we will be commencing **Reconciliation** towards the end of Term 1.

# HASS

## HISTORY

Students will explore questions through the inquiry process to:

- learn about the causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes
- significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated, or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals

This unit takes students through an inquiry process to describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and draw conclusions. They propose actions or responses. Students use ideas from sources and subject-specific terms to present descriptions and explanations.

# HEALTH



## Highway Heroes

Module 2: Connecting 4 Friendships;  
Playground Resilience & Wisdom

### Protective Behaviours:

Focus Area 1: The Right To Be Safe

- Topic 1: Being safe
- Topic 2: Warning signs
- Topic 3: Risk-taking and emergencies.

# TECHNOLOGY



Through the integration of all learning areas students will learn the management of devices, problem-solving with devices, logging in and signing out, and appropriate communication through teams. They will also become effective users of Seesaw, and OneNote and be introduced to a range of apps and begin to make judgements about selecting the appropriate app for the purpose. Students will also learn to develop the use of 'creative' apps to share their learning.

# SPORT



## Fundamental Motor Skills:

- Catching
- Underarm throw

Combination of locomotor and object control skills in minor games

- Two handed strike – cricket bat
- Scooping, running with ball and throwing – Modcrosse

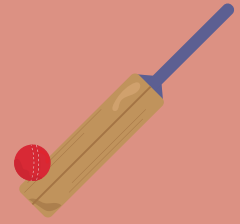
## Locomotor skills:

- Running
- Weaving

Maintaining a balanced position when performing a skills e.g. not spinning after batting in cricket.

Movement skills and tactics to achieve outcome: demonstrating movement concepts and strategies to gain

Cooperation skills to ensure everyone is included in all activities.



Basic rules in games ways in which to keep activities safe and fair e.g. collaborating to alter rules to suit the age group – 5 steps/5 seconds in modcrosse instead of 3.



# MUSIC

Students follow the Kodaly methodology through a collection of songs, games, and movements from around the world to learn the elements listed.

Improvise with the elements of music to create music ideas

Develop and consolidate aural and theory skills, including: rhythms ta, te-te, za, tika-tika; and pitch: staff, treble clef and melodic contour

Develop performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics)



# SCIENCE



This term, Year 3 students will investigate how liquids and solids respond to changes in temperature, for example water changing to ice or melting chocolate. They will explore how changes from solid to liquid and liquid to solid can help us recycle materials.

# ITALIAN



Greetings in Italian and the use of Mr. Miss Mrs.

How to answer to the questions: 'What's your name?', 'Who are you?' and 'How are you?'

Activities about pronunciation of consonants and vowels, how to recognise masculine and feminine words and how to change a noun from singular into plural.

Practising simple Italian verbs

Activities related to the topic of the year: My family

Learning about Easter and Carnevale in Italy



# ART

In Visual Arts this term:

Children will

- identify and name primary, secondary and tertiary colours.
- combine primary colours and secondary colours to make tertiary colours.
- recognise that colours can be bright or pastel
- decorate shapes and patterns in primary and secondary colours
- Colour images realistically or in imaginative way
- create artworks in 2D and 3D
- explore colour as contrast, patterns, movement
- combine lines and repeat as texture for pattern or for the effects of contrast and movement
- express feelings: thick and bold for anger, jerky and light for frightened, up, down and around for happiness
- develop artistic skills through experimentation with colour and colour value and line
- share personal responses and feelings about artwork they view and make
- recognise that lines can change in size, colour and direction
- share personal responses and feelings about artwork they view and make
- develop artistic skills through experimentation with colour and colour value and line
- explore famous artists and their style of artwork and create artwork inspired by these styles



**THIS OVERVIEW IS SUBJECT TO CHANGE BASED ON SCHOOL FACTORS AND THE NEEDS AND ABILITIES OF THE CLASS.**