

# Year 3

## Term 1 Overview



2025

Dear Parents,

Welcome to Term 1, 2025. In this overview, you will find information about what your child will be learning this term in Year 3.

Miss Letizia, Mrs Seaward  
and Mrs Philp.

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### Term Dates

February 5 - Term One commences  
February 7 - Smoking Ceremony in Quadrangle 9am  
February 12 - Parent Info Evening in Hall 6pm  
February 17 to February 21 - IEPM Meetings  
February 21 - P & F Evening on the Green Oval 5:30pm

March 3 - Labour Day Public Holiday  
March 4 - Pupil Free Day (Staff PD)  
March 5 - Ash Wednesday Mass in Hall 9:30am  
March 12 to March 21 - NAPLAN  
March 21 - Harmony Day  
March 25 - Donovan House Prayer Liturgy in Hall 2:30pm

April 4 - P & F Disco in Hall from 4:30pm  
April 9 - Parent Teacher Meetings - Students finish at 12pm  
Interviews 12:30pm to 6pm  
April 10 - Stations of the Cross Time TBC  
April 10 - P & F Easter Raffle in Hall 2:30pm  
April 11 - Term One Concludes

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### English

#### Narratives and Persuasive texts

- Language features
- Structure
- Plan, draft and publish texts

#### 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

- Continued practice of appropriate handwriting techniques through all areas



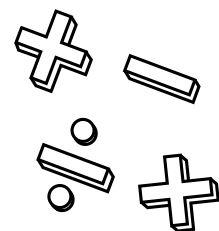
### Maths

#### Number and Algebra

- Developing effective mental computation strategies to solve addition and subtraction problems
- Recognise and apply the appropriate toolbox strategy for solving addition and subtraction sums
- Identify doubles and near doubles

#### Place Value

- Apply place value to partition, rearrange and regroup numbers to at least 10 000
- Recognise numbers as smaller units
- Expand numbers to place value format, thousands, hundreds, tens and ones.



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### Religion



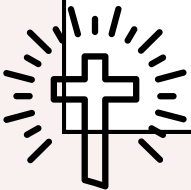
#### Church

- 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.

#### Lent

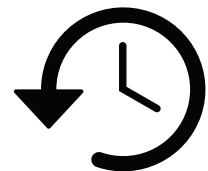
- Students will learn about **Lent** through the following topics; What is Lent, how Catholics celebrate mass in relation to the Last Supper and how Jesus teaches people to serve others.

**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.



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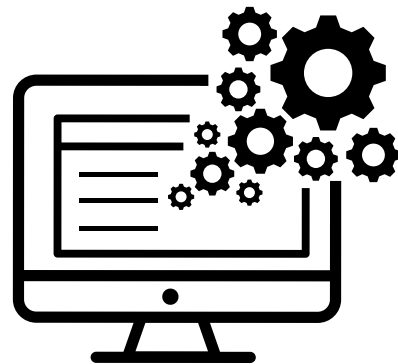
### Technology

**Through the integration of all learning areas students will learn:**

- The management of devices
- Problem-solving with devices
- Logging in and signing out
- Appropriate communication through teams

**They will also become effective users of:**

- Seesaw
- OneNote
- TEAMS
- Canva



They will 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.

### Health

WA Curriculum Health Descriptors:

- Assertive behaviours and communication skills to respond to unsafe situations
- Circumstances that can influence the level of emotional response to situations

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

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### Sport

Students will learn:

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 skill e.g. not spinning after batting in cricket.  
Movement skills and tactics to achieve outcome: demonstrating movement concepts and strategies to gain possession of ball and create scoring opportunities – modcrosse

Cooperation skills to ensure everyone is included in all activities e.g. modifying rules for SN children.

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 will 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).



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### Science

This term we will be investigating the fascinating world of heat—how it's produced, how it moves, and how it affects the world around us. Through hands-on experiments and real-life examples, children will explore the many ways heat is created and transferred.

Key learning will include:

- How Heat is Produced
- Changes Due to Heating and Cooling
- Heat Transfer through Conduction
- Measuring Heat

### Art

Students 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.

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### AUSLAN

Students will be introduced to the visual language of Auslan, developing an understanding of how it is used to communicate.

Students will learn the Auslan alphabet through fingerspelling and use basic signs for greetings in everyday interactions.

Students will also explore key aspects of Deaf culture, gaining an appreciation for the significance of Auslan within the Deaf community.

Learning will take place through teacher modelling, interactive games, and engaging activities, as well as hands-on experiences, songs, stories, and fun group tasks that encourage active participation.

Through structured and enjoyable lessons, students will reinforce their learning, build confidence in using Auslan, and develop a deeper appreciation for visual communication.



**This overview is subject to change based on school factors and the needs and abilities of the class.**