



Year 3 Curriculum Letter - Term 2, 2025

Dear Parents,

Welcome to Term 2! We hope you all had a restful and enjoyable holiday break ready for some exciting new learning.

RELIGIOUS EDUCATION

Easter

During the season of Easter (which continues for the seven weeks up until Pentecost), the students will follow Jesus Christ by walking in his way and reflecting upon the Easter story. They will remember and celebrate the Resurrection of Jesus.



Prayer

In this unit, the students will come to understand that prayer is about building a friendship with God the Father, with God's Son, Jesus Christ, and with the Holy Spirit. Students will further investigate prayer in Scripture, the formal prayers of the Catholic Church and personal prayer.



Sacrament of Reconciliation

Students will participate in the sacrament of Reconciliation revising what this sacrament means from their learning in Term 1. Parents and students are invited to attend an information night with their teachers and Father Michael Kong before participating in the Sacrament of Reconciliation in the church.

GEOGRAPHY/HUMANITIES

Inquiry: Amazing Australasia

In this unit, students will have the opportunity to explore the location and compare the characteristics of Australia's neighbouring countries.



They will be encouraged to investigate the similarities and differences between peoples, demographic characteristics and the lives of the people who live there.

Students will interact with geographical data and information to build their understanding and knowledge.



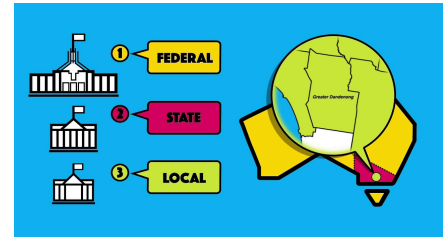
Inquiry: Rules and Laws

In this unit, students will:

- identify features of government and law
- compare the differences between rules and laws
- identify the community they and others belong to
- investigate what community means and explain the role of local government
- understand how and why people contribute to communities

MATHEMATICS 2.0

The Mathematics Version 2.0 is organised into 6 strands: Number, Algebra, Measurement, Space, Statistics and Probability (commencing at Level 3).



Mathematics aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- become confident, proficient, effective and adaptive users of mathematics
- become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- appreciate mathematics as a discipline - its history, ideas, problems and applications, aesthetics and philosophy

Number

- Extend place value ideas to 10,000 and beyond.
- Read, write and record numbers in digits and words.
- Place Value e.g. 1423 is 1 thousand, 4 hundreds, 2 tens and 3 ones.
- Rename numbers e.g. 423 is the same as 42 tens and 3 ones, 4 hundreds and 23 ones 1423 is the same as 14 hundreds, 2 tens and 3 ones
- Compare and order numbers.
- Expanded notation e.g. $1000 + 400 + 20 + 3 = 1423$
- Investigate number patterns when counting by 2, 3, 5 and 10.
- Investigating odd and even numbers.
- Mentally calculate numbers to 20 using a variety of mental maths strategies.
- Become familiar with the use of related mathematical language, e.g. multiply, multiplied by, divided into, divided by and shared equally. Students will recognise and represent unit fractions including halves, thirds, quarters, fifths and tenths and their multiples in different ways; combine fractions with the same denominator to complete the whole.

Fractions			
$\frac{1}{1}$		100%	One Whole
$\frac{1}{2}$		50% 0.50	One Half
$\frac{1}{3}$		33.3% 0.333	One Third
$\frac{1}{4}$		25% 0.25	One Quarter
$\frac{1}{5}$		20% 0.20	One Fifth
$\frac{1}{6}$		16.6% 0.166	One Sixth
$\frac{1}{7}$		14.29% 0.143	One Seventh
$\frac{1}{8}$		12.5% 0.125	One Eighth
$\frac{1}{9}$		11.11% 0.111	One Ninth
$\frac{1}{10}$		10% 0.10	One Tenth
$\frac{1}{11}$		9.09% 0.0909	One Eleventh
$\frac{1}{12}$		8.33% 0.0833	One Twelfth

<https://www.teacherspayteachers.com/Store/Ealee>

Measurement

- Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates

ENGLISH 2.0

English Version 2.0 has been developed to be more flexible and invites skills to be transferred across language modes and contexts and is now organised into the following strands: Language, Literature and Literacy. Within these strands Reading and Viewing, Speaking and listening and writing will now be covered.

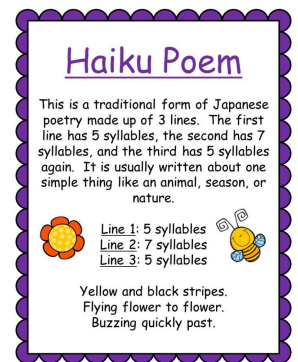
The English curriculum aims to ensure that students:

- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
- understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others



Reading and Viewing and Writing

Students will explore how different types of texts across the curriculum, both print and digital, use different structures and language for purpose and navigation. Students will analyse the written and visual features of printed and electronic texts, and will make comparisons and connections between text types. They will identify literary devices, such as rhythm and onomatopoeia, and describe how images and sound can extend meaning.



When creating written and spoken texts to inform, narrate, explain or argue, students will use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. Students will analyse various structures of persuasive writing such as: statement of position, topic sentences that support various arguments with evidence, conclusion (a summary of the writer's arguments) and a call to action. Students will be encouraged to use correct pronouns and emotive words in their persuasive writing.

Students will also revise procedural writing explaining how to make or do something, referring to a rubric to help support them with correct structure. They will continue to practice narrative writing using the language of orientation, complication and resolution. There will be a focus on the use of adjectives and adverbs to enhance character development and story setting. They will re-read their texts and edit for meaning, structure and grammatical choices. Students will use text structures to begin to develop paragraphs for different purposes. They will use grammar and punctuation to appropriately represent processes and connections, including using modal verbs, and extend their use of topic-specific vocabulary, such as technical words, and adopt and adapt language features from texts.

Students will also explore some poetry including Haiku and language features such as alliteration.

Literacy

When interacting with others, students extend topic-specific and appropriate vocabulary and use cooperation strategies and interaction skills to contribute to discussions. They explore the language of evaluation and emotion. When speaking to an audience, students deliver short spoken texts, exploring topics and text types, including multimodal or digital elements, and using features of voice.

This term, the students will be studying Rohl Dahl's Matilda. They will review narrative and persuasive genres. As well as reviewing vocabulary, grammar and spelling.

This term, Year 3 students will present a Book Review and present it to the class.

Spelling Mastery



Spelling and Grammar - Explicit Instruction

Spelling Mastery will continue to be taught during the term. The program helps students understand the relationship between sounds, word parts, and spelling patterns. Spelling Mastery encourages students to learn strategies to spell correctly rather than rely on memory alone. There are three approaches within Spelling Mastery: **Phonemic, whole-word, and morphemic**.

- Through the **phonemic** approach, students learn the sound-symbol relationship between letters and sounds that help students spell using predictable patterns. For example, words like map, tap, fog, fan.
- The **whole-word** approach teaches students high frequency words and irregularly spelled words that do not follow a predictable pattern. Examples- 'answer' 'the' and 'people'.
- The **morphographic** approach teaches students that all words are made of one or more morphograph or word parts. They also learn rules that apply when combining morphographs to form words. Examples- 'Re' as a morphograph has meaning. It means again. (repack, return, rerun) '-est' means the most. (lightest, happiest, friendliest).

Your child will continue to learn to spell using all the above methods through lessons delivered in class. This means that homework will not always have word lists being sent home, as the focus of Spelling Mastery is for students to understand how to spell rather than spell 'by heart'. We also recognise the need for practicing the skills learned in class, so when there are word lists sent home it would be mainly when added practice is called for.

Handwriting

The students will continue to focus on writing unjoined, clearly formed letters using consistent sizing and ensuring handwriting is legible. We ask that you support your child to present all homework activities neatly and to a high standard.

DIGITAL TECHNOLOGIES

Students will continue to investigate digital systems that are made up of inputs and outputs. They will explain how data sets can be represented in different ways in Google forms and Google surveys.

- Create online graphs - finding out information with a tally
- Ask questions/create graph - interpret the results
- Use raw data to interpret different data

Students will discuss the online Rings of Responsibility, then investigate and explore the strategies to be a safe Digital Citizenship online in the private, public and world community.



WELLBEING

Students will continue to discuss the definition of personal strengths and identify positive personal qualities that we use everyday. Students will analyse challenges in order to set goals based around coping strategies and develop skills to aid in resolution. They will also continue to work in multi-age Wellbeing Groups that further supports our Respectful Relationships program.

Seesaw Platform

The Seesaw platform has been up and running during Term 1 and will continue to be a resource whereby students can

share their learning with their parents. If you have not been able to log in please contact your classroom teacher.



Inquiry Unit leading into Healthy Eating

In this Inquiry Unit, students learn the functions of various body parts and the actions required to keep these systems working well. They will focus on:

- factors that influence the function of body systems such as exercise and drugs
- exploring ways to manage peer pressure
- the function of vital organs (heart, lungs, brain, kidneys)
- healthy food choices

HOMEWORK

This term, the students will be taking their homework home on a Friday and will bring it back the following Thursday. As you know, students have homework set each week including Reading, Writing, Spelling Mastery and Mathematics. We continue to remind students to pace themselves throughout the week to allow for the completion of their homework by Thursday. It is an ongoing expectation that students understand the importance of time management and take on this responsibility independently. This skill will further support them as they head into Year 4. Students will continue to hand in their diaries for signing on a Friday.

We thank you for your ongoing support.

Please sign your child's record of Reading in the Diary. Please read and sign the School Diary every Monday night and use it as a form of communication. Your child's diary should be brought to school each day. It will be checked by the class teacher at the end of the week on a Friday.

Year 3 Weekly Timetable Term 2 2025

MONDAY	Diary Entries, Library, Homework handed out, Examen Meditation
TUESDAY	Meditation
WEDNESDAY	Health & Phys. Ed (PE uniform) & Visual Art
THURSDAY	Performing Arts & Mandarin Homework due
FRIDAY	Year 3 Sport (PE uniform) Assembly at 2:30pm (Student Awards)

EXCURSION HELP/PARENT VOLUNTEERS

Please note that all volunteers need a “Working with Children Check” and in some cases a Police Check is required. For further information please see Caroline Reid.

CALENDAR

- 21 April - Easter Monday Public Holiday
- 22 April - Whole School Easter Paraliturg
- 24 April - ANZAC Day Presented by Year 4 @ Cenotaph on oval
- 25 April - School Closure Day and Curriculum Letters sent home
- 30 April - Parent/child Reconciliation evening 6:30-7:30pm
- 2 May - Sacrament Conferral Day in the Sacred Heart Church
- 7 May - Mother's Day Stall
- 8 May - Classroom Open Morning 8:45-9:00am (Paraliturg) - Mother's Day morning tea 9:15 - 10:30am
- 8 May - Mother's Day Paraliturg 9am MPR
- 13 May - Year 3 First Aid in MPR
- 9 June - King's Birthday Public holiday
- 27 June - Feast of Sacred Heart Mass in the Church 9.15am
- 4 July - Term 2 finishes at 12:45pm (Free dress day)

Please remember: If your child is absent for any reason, make sure you inform the school before the school day commences by phoning the office and having the absence recorded or via the Skoolbag app.

If you have any need to contact us throughout the term you can do so through the school office or an email to admin@shkew.catholic.edu.au that Caroline Reid will forward and we will respond back to you as soon as possible.

We are looking forward to a wonderful term of learning and fun,

Gabrielle Richardson and Chelsea Bilney

Please remember that at Sacred Heart we are a nut aware school. We ask that you do not send any nut based products in your child's lunch box (Nutella, peanut butter etc).