



Year 3 Curriculum Letter, Term 3, 2025

Dear Parents,

Welcome to Term 3, we hope you had a restful and enjoyable holiday. The information below outlines the Learning and Teaching that will take place for each curriculum area this term.

We are looking forward to a wonderful term ahead.

We would like to congratulate our Semester 2 2025 Class Captains and Environmental Monitors:

<u>Class Captains:</u>	<u>Environmental Monitors:</u>
3GR Edward H Patrick W	3GR Xavier C Liv M
3CB Angus P Aiden Z	3CB Thomas B Myra M

Religious Education

Kingdom of God Parables

Students will learn about the Kingdom of God and how Jesus used parables to explain God's Kingdom. They will explore the meaning of the word Kingdom in relation to God and Jesus and explore the parables of The Mustard Seed, The Hidden Treasure and The Pearl.



Breaking Bread with Jesus

Students will learn about and experience Mass as a communal celebration of Christians' lives in Christ. They will then explore how Christians take and bless bread and wine in the Mass to remember and celebrate the death and resurrection of Jesus Christ and how this relates to the Last Supper. They will identify the sacred objects of the Mass, including the chalice, ciborium, paten, lectern and lectionary. We will attend a parish Mass and host a Year 3 Mass to put into practice what we have learnt about this celebration.

Mathematics

In Mathematics the students will:

Number

- continue to extend place value ideas to 10,000 and beyond
- recognise the relationships between dollars and cents and represent money values in different ways
- become familiar with the use of related mathematical language, e.g. multiply, multiplied by, divided into, divided by and shared equally

Algebra

- recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences
- extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator
- recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts



Measurement

- identify angles as measures of turn and use right angles as a reference to compare angles in everyday situations
- analyse time to the nearest minute, hour, quarter hour and 5 minutes

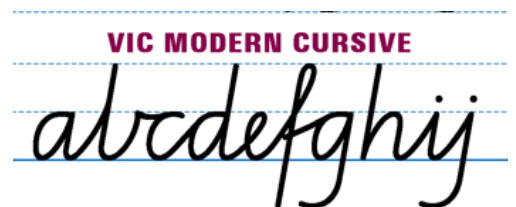
Space:

- interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other

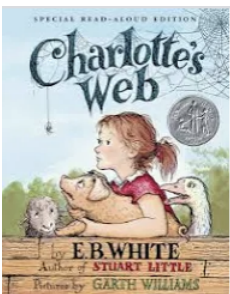
English

In English students will:

- extend their use of topic-specific vocabulary, such as technical words, and adopt and adapt language features from texts. They write texts using letters that are joined, accurately formed and consistent in size.
- incorporate procedural and information texts using subject specific vocabulary
- read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as subject-verb agreement and tense; and knowledge of apostrophe use.
- describe how different types of texts across the curriculum have different language features and structures depending on purposes
- discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences



Handwriting: Handwriting continues to be a focus in Year 3. We will be concentrating on posture, pencil grip, letter formation, legibility and joint handwriting.



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 Charlotte's Web by E.B White. They will review narrative and persuasive genres and write procedural writing linked with our Inquiry unit '

Living and Non-Living' as well as reviewing Information reports displaying facts and details.

Spelling Mastery

Spelling and Grammar - Explicit Instruction

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. This term, students will write out misspelled words as part of their weekly homework for review.



Speaking and Listening

There will be opportunities for students to present their work within our Inquiry, English and Religion Units. These presentations will be both individual and with a group.

Digital Technologies

Students will continue to log on and log off on a one to one ChromeBook using their school username and password. Students will be using Google Drive to create and store their working documents. Students will also use Google Drive to create a Google Slides presentation with headings, subheadings, text boxes, images and animations.

Seesaw Platform

Just a reminder to check your child's Seesaw posts each week. This is a great way to keep up with your child's learning in the classroom.

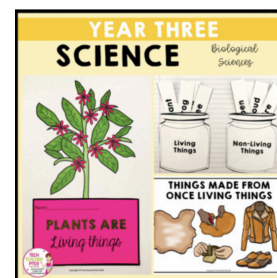


Inquiry/Biological Sciences

Living and Non-living Things

During this unit of Inquiry, the students will investigate living and non-living things. They will identify the features that define whether an object is living, non-living, endangered or extinct.

We will be growing our own grass heads planted from seeds in class and monitoring their progress before planting them in individual pots. We will investigate the life cycles of plants and how animals survive in their habitat. Students will research information and create a Google Slide PowerPoint to present to the class. Students will also partake in extra curricular activities at TwistED Science to further support their learning.



Health & Physical Education

Personal, Social & Community

Students will communicate and interact and describe factors that can positively influence relationships and personal wellbeing. They will investigate how emotional responses vary in family situations and in friendship groups. They will discuss and interpret health information and messages in the media. Students will explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why.



Inquiry Unit: Healthy Bodies, Healthy Minds

In this unit, students will review their visit from St John's First Aid visit, reviewing the ways we can help during a medical emergency. Students will suggest ways in which personal diet and lifestyle may assist in maintaining healthy bones and joints. Students will discuss and interpret health information and messages in the media related to the topic.

Sport

Students will describe strategies to make the classroom and playground healthy, safe and active spaces. They will participate in outdoor games and activities to examine how being part of a group/team promotes a connection between the community, health and wellbeing.

Respectful Relationships

Students will continue to discuss how problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems. Students will analyse challenges in order to set goals based around coping strategies and develop those skills in order to resolve them. They will practice and use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict. We will continue to use Circle Time to share ideas, build on personal strengths, develop coping strategies and practice growth mindset thinking.

Homework

The students will have set homework each week. Homework will include Reading, Spelling and possibly one other task. Homework needs to be completed in the Homework book using greylead pencil, with margins ruled in red pencil. Writing is to be neat and legible. Homework is due each Thursday for correction. Students are continually encouraged to read for 25 minutes at least four times each week, with some of the text read out loud to an adult. Reading is to be recorded in the Reading Log in the diary and each entry needs to be initialed by a parent or guardian. It is important to read to and with your child, and for your child to read a variety of text types, such as picture books, websites, chapter books, magazines, local newspapers, maps, etc.

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 each week.

Year 3 Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Assembly	Examen Meditation	Art Physical Education	Homework Due In Diaries signed Mandarin Performing Arts	Homework handed out Year 3 Sport 1:45pm Assembly 2:30pm

EXCURSION HELP/PARENT VOLUNTEERS: Please note that due to changes in “Child Protection Policy” all volunteers need a “Working with Children Check” and in some cases a Police Check is required. For further information please contact Caroline Reid.

Dates for Your Diary

July

21st - Term 3 commences
25th - Grandparents and Special Persons' Day
25th - Semester 2 Leaders badge presentation 2:30pm
28th - First Aid Program
28th - Andrew Fuller - Building Resilience Family Night
29th - Year 3 Excursion - Twisted Science

August

8th - Year 3/4 Soccer Day
11th - 15th - Science Week
18th- 22nd - Book Week
18th - Character Dress Up Day
22nd - Author visit (Charmaine Ledden-Lewis)
27th - Parent/Teacher Chats (12:45pm finish)

September

3rd - Father's Day Stall
5th - Father's Day Classroom Visit, Morning Tea and Paraliturgy
19th - End of Term 3 Footy Colours Day (12:45pm finish)

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 Audiri app. If you have any need to contact us throughout the term we would love to hear from you via the usual methods, a note in the diary, a phone call to the office that we will return as soon as possible or an email to admin@shkew.catholic.edu.au that Caroline Reid will forward and again we will respond 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).