Year 3 Curriculum Letter
Term 4, 2026

Dear Parents,

Welcome back to Term 4! We are looking forward to a very busy and exciting final term, which will include our Zoo Snooze sleepover and an excursion to Polly Woodside and the Immigration Museum to support our History and Inquiry learning. We are also looking forward to the Art Show, where the Year 3 students have worked together to create a group masterpiece!

Gabbi Pigatto and Gabrielle Richardson



Religious Education

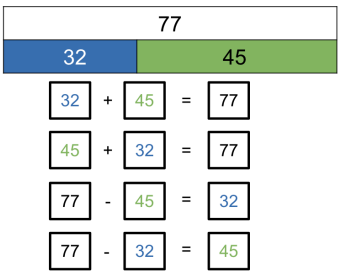
Mary, Faithful Disciple

In this unit, students will explore the life of Mary and consider why she is regarded as a faithful disciple of Jesus. They will investigate significant events in Mary's life, including the Annunciation and the Visitation, and explore her role in the story of Jesus' birth. Students will discuss and interpret events in which Mary witnessed Jesus' ministry, such as the Wedding at Cana. They will consider what Mary may have seen, heard and felt, and reflect on what she communicated through her words and actions.



Experiencing Advent in a Diverse World

In this unit, students will explore and compare their own cultural practices and consider how these influence the ways people relate to one another during Advent. They will investigate how cultural traditions contribute to personal, group and national identities. Students will explain the significance of Advent as a time of preparation and waiting leading up to the celebration of the birth of Jesus Christ. They will also identify and reflect on ways people from different cultural backgrounds celebrate and prepare for Christmas.



Mathematics

Number and Algebra:

Students will create algorithms involving sequences of steps and decisions to investigate numbers and describe emerging patterns. They will recall and demonstrate proficiency with multiplication facts for 2, 3, 4, 5 and 10, and apply these facts to develop the related division facts. Students will continue to develop and apply written algorithms for multi-digit addition and subtraction, while revising related fact families. They will also use bar models to represent fact families and determine missing values.

Statistics - Data Investigation and Location

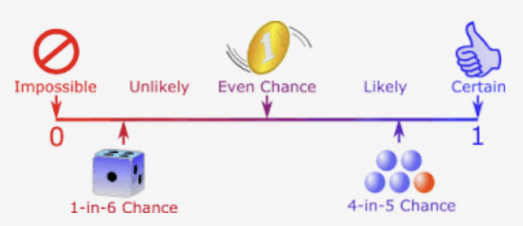
Students will collect data on categorical and discrete numerical variables to answer a question of interest or investigate a specific purpose. They will gather data through observation, collection and access to existing data sets, and record their findings using appropriate methods, including frequency tables and spreadsheets. Students will explore different perspectives and representations of places on maps. They will create and interpret map symbols and legends, and locate landmarks and objects on maps.

Measurement:

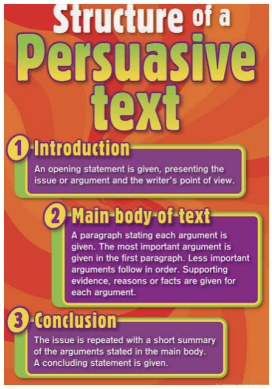
Students will continue to measure, compare and order objects using metric units to describe volume, mass and capacity. In Location and Transformation, students will investigate how shapes can slide, turn and flip, exploring how their positions and orientations change. They will also revise the relationships between units of time, including days, hours, minutes and seconds, and use these units to estimate and compare the duration of events.

Probability:

This term, students will continue to identify and describe possible outcomes and recognise variation in results. They will explore the language of probability and discuss the likelihood of events occurring in everyday situations. Students will also collect data and represent their findings using a variety of data displays.

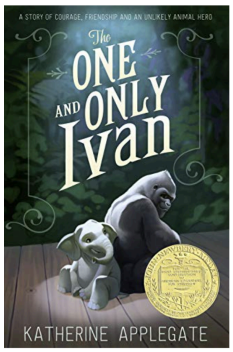


English



Reading and Viewing:

Students will explore *The One and Only Ivan* by Katherine Applegate, developing their understanding of how authors use characters, events and language to convey ideas and engage readers. They will work in small groups to identify key ideas, make connections between the text and their own experiences, and use evidence from the text to support their responses. Students will consider how Ivan's experiences and relationships encourage readers to reflect on different perspectives and issues surrounding animal captivity. They will also explore persuasive texts, identifying the language and techniques authors use to influence an audience.



Writing:

Students will continue to explore persuasive writing while revisiting narrative writing. They will combine written text and images to communicate experiences, events, information, ideas and characters. Students will continue to develop their understanding of grammar and its application in formal language. They will identify and use persuasive language to support their ideas and incorporate relevant information and evidence to strengthen their arguments. Students will follow a clear structure when writing persuasive texts, including an introduction, a main body and a conclusion.

Listening and Speaking: Public Speaking - Tuesday 17 November 2026 @ 9am

This term, the Year 3 students will be developing their **Speaking and Listening skills** as part of their English curriculum. To support this learning, students will prepare and present a short speech on a topic that interests them during class time. They will write, edit and type out their finished presentation and then read from their cue cards. Through these presentations, students will build confidence when speaking to an audience while developing important skills such as **voice projection, expression, eye contact, body posture, and audience engagement.** Students will also develop their listening skills by respectfully listening and responding to their classmates' presentations.

Practise, practise, practise! Students will have ample time to practice in front of their peers ahead of time during class time. There is no need for them to do any extra work at home.

Presentations will take place on Tuesday 17th November in the Year 3GR and 3CH classrooms, commencing at 9am. Parents and family members are warmly invited to attend if they are available.

To make the process fair and exciting for everyone, the order of presentations will be **drawn from a hat on the day.** Students from each class will present in a random, alternating order. Each speech will take approximately 2-3 minutes. Presentations will be recorded and uploaded to Seesaw in due course.

To keep the focus on developing **speaking and listening skills**, students do not need to use additional props, costumes or pictures for their presentation.

We look forward to seeing the students grow in confidence as they share their ideas with their classmates, teachers and families!

Handwriting:

Year 3 students will continue to revise Victorian Cursive letter formation. They will practise joining letters to form whole words and sentences. Students will continue to use the *Write Well Handwriting* book to support correct letter formation and develop greater fluency in their handwriting.

The main focus will be on:

- Natural movements and consistent letter sizing.
- Emphasis on downstrokes.
- Top-starting letter formations.
- Quick directional changes.
- Wedge-shaped letters and a sloping style when joining letters.

These handwriting skills will be revisited in Year 4 before students are considered for a pen licence.

Spelling Mastery: Revision of Spelling Rules and Grammar Rules

This term, students will revise the spelling and grammar rules learnt throughout the year. A reminder that homework will not always include word lists to learn at home, as the focus of Spelling Mastery is on developing students' understanding of spelling patterns and rules rather than simply memorising words. We also recognise the importance of practising skills learnt in class. Therefore, word lists will be sent home when additional practice is needed to reinforce students' learning.

Sacred Heart Library

Students will continue to borrow books from our wonderful library every Tuesday. The library supports students' reading journeys and provides resources related to the topics they explore throughout the term.






Digital Technologies

Students will create an interactive Google Slides presentation that includes branching, using hyperlinks to connect slides and allow users to navigate different pathways. They will also use Google Classroom to complete assignments and submit their classwork.



Cybersafety

My Media Choices

Students will learn about the *"What? When? How Much?"* framework for reflecting on their media choices. They will use this framework and consider their emotional responses to evaluate how different types of media affect their wellbeing and contribute to a healthy media balance. Students will begin to develop their own understanding of what a healthy media balance looks like.

Private and Personal Information

Students will identify reasons why people share information about themselves online. They will discuss strategies for protecting private information and consider how information shared online could be misused in real-life situations. Students will explain the difference between private and personal information and identify ways to stay safe when sharing information online.

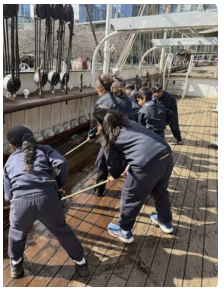
Seesaw Platform

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/ History- First Nations People



During Term 4, students will learn about First Nations peoples, considering multiple perspectives and stories. They will research and describe the unique and ancient cultures, knowledge and skills of First Nations peoples. Students will explore the origins and continuous development of First Nations cultures and make connections between First Nations peoples' knowledge and their deep understanding of the environment. They will also discuss and describe First Nations peoples' wisdom, traditions and beliefs.



To support their upcoming excursion to Polly Woodside and the Immigration Museum on Monday 26 October 2026, students will briefly explore the early British expedition to Australia and the arrival of the First Fleet.

As part of the Year 3 learning celebration, students will create a 3D diorama depicting First Nations peoples and First Fleet landscapes. Students are welcome to bring in suitable items to support their projects. Classroom resources will also be available. More information will be provided closer to the time.

Sport

Students will describe strategies for making the classroom and playground healthy, safe and active spaces. They will participate in outdoor games and activities to explore how being part of a group or team can strengthen connections within the community and support health and wellbeing.

Respectful Relationships



Alongside our whole-school multi-age Wellbeing Groups, Year 3 students will focus on units from the Respectful Relationships program. Particular emphasis will be placed on understanding that problems and challenges are a normal part of life and that there are strategies we can use to manage them.

Students will set their Term 4 goals and develop skills such as self-regulation and perseverance to help them achieve these goals. They will also practise using appropriate language to describe situations and express their feelings during positive interactions and when managing conflict.

Students will have opportunities to check in using the Life Skills Go application to identify and reflect on their emotions and make connections with our whole-school expectations.

Homework

The students will continue to have set homework each week. Homework will include Reading, Grammar, Mathematics and Spelling, with an emphasis on editing. All written homework must be completed in their Homework Book using a grey lead pencil, with care taken to ensure that handwriting is neat and legible.

Homework is due each Thursday for correction. Students are encouraged to read for at least 25 minutes, four times each week, with some of their reading completed aloud to an adult. Reading must be recorded in the Reading Log in their diary, with each entry initialled by a parent or guardian.

Homework will resume in Term 4, Week 2.

Year 3 Weekly Timetable Term 4, 2026

Monday	Tuesday	Wednesday	Thursday	Friday
	Examen	Art Physical Education	Homework Due In Performing Arts Mandarin	Homework handed out Year 3 Sport Assembly

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.

Term 4 Dates for the Diary

October 2026

Friday	16th	Art Show
Friday	23rd	Year 3/4 Cricket day
Monday	26th	Polly Woodside and Immigration Museum Excursion

November 2026

Monday	2nd	School Closure Day
Tuesday	3rd	Melbourne Cup Day
Wednesday	11th	Remembrance Day led by Year 3
Tuesday	17th	Year 3 Public Speaking @ 9:00am
Friday	27th	Year 3 Spotlight of Learning
Monday	30th	Year 3 Zoo Snooze (Teachers :Gabrielle Richardson Matt O'Shea and Gabbi Pigatto will be in attendance)

December 2026

Thursday	3rd	Christmas Carols 6pm
Friday	4th	School Closure Day
Monday	7-11th	Swimming at MLC
Friday	11th	Year 3 Advent Paraliturgy TBC
Monday	14th	2026 Transition Morning
Tuesday	15th	End of Year Mass 9:15am
Tuesday	15th	Final Assembly 11:15am
Tuesday	15th	End Term 4 12:45pm

Please remember: If your child is absent for any reason, please make sure you inform the school before the school day commences by entering the absence on nPortal.

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.

Looking forward to a wonderful last term of 2026.

Gabrielle Richardson, Matt O'Shea and Gabbi Pigatto