



Year 3 Curriculum Letter - Term 2, 2026

Dear Parents,

Welcome to Term 2. We hope you all enjoyed a restful and refreshing holiday break and are ready for an exciting term of learning ahead.

Gabrielle Richardson and Charlotte Hoogeveen (Year 3 Teachers 2026)

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.



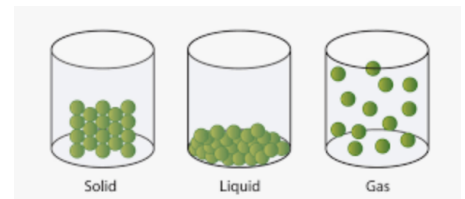
Sacrament of Reconciliation

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 John Salvano and Fr Tom Christie before participating in the Sacrament of Reconciliation in the church.

Students will be allocated a time to attend in the church ahead of time. Reconciliation Parent Night is Wednesday 29 April 6:30pm - 7:30pm and then Conferral of Sacrament is on Friday 1 May 2026. Parents are asked to please support their children in the church on this day. A timetable will be shared with families ahead of this important morning. If parents are available, we strongly encourage your attendance to further support your child during this important sacramental time.

Chemical Science Inquiry Topic : Living in A Material World

In this unit, students will have the opportunity to explore solids, liquids and gases and how they have observable properties; adding or removing heat energy leads to a change of state between solids, liquids and gases the properties of natural and made materials, including fibres, metals, glass and plastics, influence their use and re-use. Students will participate in a Mad about Science incursion exploring how matter changes between states when it is heated and cooled, and that these changes are reversible.



Understandings:

- natural and man-made materials have different properties
- physical properties of materials influence their use
- states of matter can change between solids and liquids when adding or removing heat

Essential Question:

- How do I choose a material to suit the required use?
- How does changing solids to liquids assist with recycling?

Generative Questions:

- What classifications can I use to group materials?
- Why do materials have different properties?
- How can I test which material is suited for different purposes?

MATHEMATICS

This term in Mathematics, students will:

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.

Measurement

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

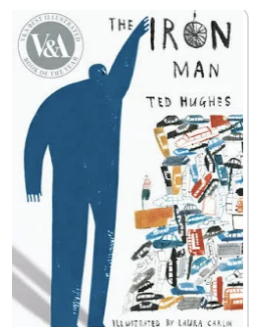
ENGLISH

Reading and Viewing and Writing

Students will become familiar with and able to use in various contexts specific vocabulary from this novel Iron Man (i.e. compound words, adjectives, British vocabulary and expressions). Year 3's will investigate maps, graphs and other graphic representations to aid in the expression of verbal concepts and ideas.

The students' novel study this term is Iron Man. All students have a copy of this book to review and explore characters' motives, actions and emotions. They will come to a better understanding of the characters own feelings and of their place in the world.

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.



Students will create texts that use ideas and details for information reports analysing our class text, including appropriate multimodal elements e.g Title, Introduction, Supporting facts and details finalised with a conclusion.

Students will also revise procedural writing explaining how to make or do something, referring to a rubric to help support them with correct structure. There will be a focus on the use of adjectives and adverbs to enhance character development and story setting from our class novel Iron Man. 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.

Name: _____	Date: _____	
INFORMATION REPORT		
Title: _____		
STRUCTURE		
Introduction: _____		
Paragraph 1: _____	Paragraph 2: _____	Paragraph 3: _____
Conclusion: _____		

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.

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 importance of practising the skills learned in class; therefore, word lists will be sent home primarily when additional practice is required.

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. They will:

- 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 and LIFE ED

Students will continue to discuss the definition of personal strengths and identify positive personal qualities that we use everyday. They will analyse challenges in order to set goals based around coping strategies and develop skills to aid in resolution. Students will also continue to work in multi-age Wellbeing Groups that further supports our Respectful Relationships program. Students will reacquaint the healthy message from Life Ed Victoria. Further information about this will be placed in the coming newsletter.



Seesaw Platform

The Seesaw platform continues 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.



HOMEWORK

Students will continue to take 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 2026](#)

MONDAY	Diary Entries
TUESDAY	Examen and Library
WEDNESDAY	Health & Phys. Ed (PE uniform) & Visual Art
THURSDAY	Performing Arts & Mandarin Homework due
FRIDAY	Year 3 Sport (PE uniform) Assembly at 2:30pm Homework sent home

[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](#)

- 20 April - Term 2 begins
- 22 April - Whole School Easter Paraliturgy in the MPR @10:15am (led by Year 3)
- 24 April - ANZAC Day Presented by Year 4 @ Cenotaph on oval @2:45pm
- 29 April - Parent/child Reconciliation evening 6:30-7:30pm
- 1 May - Sacrament Conferral Day in the Sacred Heart Church (Fr John Salvano and Fr Tom Christie)
- 5 May - Mother’s Day Stall
- 7 May - Classroom Open Morning from 8:30am
 - Mother’s DayParaliturgy 9:00am
 - Mother’s Day Morning Tea (following paraliturgy)
- 19 May - Mad about Science incursion
- 29 May - Aboriginal Culture Incursion
- 29 May - Catholic Care presenter and Walkathon 11:15am
- 8 June - King’s Birthday Public holiday
- 26 June - Feast of Sacred Heart Mass in the Church 9.15am
- 26 June- 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 Charlotte Hoogeveen

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).