



Year 3

Term 3 Overview

As we begin Term 3, we are so excited about what's to come. This term will continue to be filled with growth, endless opportunities, new learning and teamwork. Please note the change in Specialist's days on the timetable as this also changes Homework to Wednesdays.

TERM 3 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday				
9am	Roll/Prayer Berry Street Circle	Roll/Prayer Berry Street Circle	Roll/Prayer Berry Street Circle	Art	Assembly				
9:10	ENGLISH	ENGLISH	ENGLISH		PE	ENGLISH Reading			
10:30						<u>SPELLING MASTERY</u>	<u>SPELLING MASTERY</u>	<u>SPELLING MASTERY</u>	<u>SPELLING MASTERY</u>
11:55 - 12:00	LUNCH								
12:00	TTRS (5 minutes)	TTRS (5 minutes)	TTRS (5 minutes)	TTRS (5 minutes)	TTRS (5 minutes)				
	MATHS	MATHS	MATHS	MATHS	MATHS				
1:00	TOPIC	Italian	RELIGION	ENGLISH Reading	ENGLISH Writing				
2:00 - 2:30	RECESS								
2:30	Mindfulness	STEM	Correct Homework Class sport	ENGLISH Writing	TOPIC				
	<u>RRRR</u>								
3:15	PACK UP BELL								

LITERACY SKILLS BLOCK

Students will continue participating in skills block each day, practising and developing a range of essential literacy skills. This includes daily reviews, where students engage in retrieval practice to reinforce previous learning and apply spaced-practice techniques. Throughout the term, students will also take part in Reading to Learn lessons, using reading and viewing activities to deepen their understanding of our Topic unit and strengthen their overall literacy routines.

Throughout Term 3, students will continue to explore a variety of morphology-based skills, tackle irregular word spelling, and engage in Spelling Mastery lessons through tailored explicit direct instruction. Furthermore, students will participate in two weekly lessons with a continued focus on cursive handwriting and will work to apply this skill in all writing activities throughout Semester 2.

Rivers, Waterfalls, Rocks, Soils and Minerals:



We are continuing our work we began last term and completing our exploration of how waterfalls are formed. This is also an extension of our Soils, Rocks and Minerals work from Topic. Throughout the term, students will learn the skills needed to craft a high-quality explanation, including using subject specific language, organising ideas with clear paragraphs, and applying the explanation structure effectively. They will also practise editing and revising their work to strengthen vocabulary, sentence fluency, and overall cohesion.

Charlotte's Web

In Term 3, students will be reading *Charlotte's Web* and exploring the features of strong narrative writing. They will examine how authors develop characters, build settings, and structure events to create engaging stories. In *Charlotte's Web*, we will explore themes of friendship, kindness, courage and helping others. The novel also encourages discussion about growing up, belonging, the power of words and the ways characters care for one another during times of change. We highly recommend reading the story together so they are familiar with the story language and concepts. Our unit will culminate in crafting a high-quality narrative, including using descriptive language, organising ideas with clear paragraphs, and applying the narrative structure effectively. They will also continue to practise editing and revising skills..

MATHS

Students will continue to build a wide range of mathematical skills, strengthening and extending their existing knowledge. Daily reviews will support quick recall of addition, subtraction, multiplication, and division facts, helping students develop confidence across key concepts. To further support maths fluency, we will continue using Times Tables Rock Stars throughout Maths lessons and tasks this semester, ensuring regular practice becomes part of their numeracy routine.

Throughout the term, students will engage in the following units:

- Multiplication and Division
- Angles
- Time telling
- 3D Objects
- Addition and Subtraction

TOPIC

To begin the term we will be continuing with our Earth Sciences unit, exploring rocks, minerals and soils, including how they can be identified, classified and used in everyday life. Students will investigate the physical properties of different rocks and soils, learn about the work of geologists, and examine how rocks and minerals are used in local industries. They will also explore the importance of healthy soil for farming, gardening and construction.

Students will then be exploring the Birth of a Democracy, exploring life in Ancient Greece and the conditions that led to the development of Athenian democracy. Students will examine the role of key individuals, the rights and responsibilities of citizens, and the limitations of early democratic systems. They will also compare



democracy with other forms of government and consider ideas such as equal representation in their historical context.

This will then lead to explore Australian communities, past and present, including First Nations perspectives. Students will learn what makes a community, how communities are diverse and change over time, and the rules and responsibilities that help them function. They will also develop their understanding of citizenship, belonging and how they can contribute positively to their community.

RE

This term, students will explore the story of Jesus calming the storm (Mark 4:35–41), focusing on the themes of trust, courage, and faith in Jesus. Through storytelling, art, and prayer, students will investigate how Jesus brings peace in challenging moments and consider how this message connects to their own lives. They will learn that while life can bring its own “storms,” Jesus is always present. Students will respond through creative tasks, discussions, and faith-based activities that nurture empathy, resilience, and a deeper understanding of what it means to trust in God.

RESPECTFUL RELATIONSHIPS

Gender Norms and Stereotypes

Students consider the influence of gender norms on attitudes, opportunities and behaviour. They learn about gender equality, inclusion, human rights and the importance of relationships that respect people of all genders.

Positive Gender Relationships

Students develop an understanding that verbal, physical, emotional, financial and sexual forms of violence are harmful, and that these forms of violence can also be gendered. They learn about safe and unsafe behaviours, consent and their rights to bodily autonomy. They practice strategies they can use to assert their rights to bodily autonomy to be free from coercion or violence. They develop self-care, peer support, peer referral and help-seeking skills that they can use in response to situations involving gender-based violence within family, peer, school, community or online relationships.

HOMEWORK

Homework correction and change over will change to **Wednesdays** this term to accommodate the change in specialists timetable. Please ensure they have their home work folder etc at school on WEDNESDAYS.

Please ensure the children are:

Reading for 15-20 minutes every night; and recording it in their reading log. It is important that occasionally they read aloud to an older person to work on fluency and expression and to have a discussion about what they have read. For example, why did the character do that? How would the character be feeling? Why did the author use that language to describe... etc

Maths practice for 15-20 minutes every night; this can be on TTRS or Numbots developing their number fluency or in maths games with cards and dice where they do number fact recall or they can simply write out a tricky table and have questions asked to answer out loud.

Maths worksheet; this sheet is based on the previous week's maths topic and should be a revision of concepts. Please reach out if they haven't understood or leave me a note in their book.



Sacred Heart Parish School

SANDRINGHAM

I fully understand busy family life styles and sporting commitments but Year Three homework is a continuation of developing firm study habits for the future years.

FRUIT SNACK

Please send their snack to school in a separate container so they don't need their larger lunch box at their desk at this time. This small snack is consumed while we continue work, sometimes reading together and sometimes continuing work in our books. Having to eat with a spoon or fork is not ideal if we are writing, please be mindful this is not a meal break but just a snack. Thank you for your co-operation in the smooth running of classtime where every minute counts.

UNIFORMS

Nail polish is not permitted at school and jewellery is kept to simple loop earrings or stud earrings and watches. Please save other items for special occasions or the weekend. Necklaces and bracelets are not to be worn. Please refer to the school uniform policy for more information, especially regarding smart watches. Please note the change in our timetable and specialists days, this doesn't affect which days a sports uniform is worn as our PE day and class sport day have merely been swapped. Sports uniforms are still worn on Wednesday and Thursday. If they are doing Running club on Friday (before school) they may wear sports uniform for the day too but must swap out of the Running club top for normal sports tops before the school day starts.

TISSUES

We have survived the first part of winter and have exhausted our supply of tissues, please send in another box for the class supplies. We are desperate for tissues! Thankfully, we have plenty of wipes at the moment, thanks for your kindness and generosity so far.

IMPORTANT DATES:

Term 3:

Book week -week 7 (Parade Aug 26th)

Dendy Aths -week 7 (Fri Aug 28th)

Fathers day assembly -week 8 (Sept 4th)

Term 4:

Week 9 Dec 2nd - 3rd: Zoo Snooze

Please remember to pop over to say a quick 'hello' at pick up after school on the yard, I love sharing what our day has entailed and touching base about the students.

Until then,

Regards,
Joanne Collins



Sacred Heart Parish School

SANDRINGHAM

jcollins@shsandringham.catholic.edu.au