



Year 3 Curriculum Letter - Term 1, February 2025

Dear Parents,

Welcome back to the 2025 school year! We hope you all managed to have an enjoyable and relaxing break over the holidays.

The children are making a very successful transition into their new grade. This first term is a very busy one with the inclusion of NAPLAN. Students will continue to prepare for these external assessments in the coming weeks.

[Parent information - Naplan](#)

Looking forward to a wonderful start to the 2025 school year!
 Gabrielle Richardson (3GR) and Chelsea Bilney (3CB)



Semester 1 2025 - Congratulations to the Year 3 Class Captains and Environmental Monitors

Class Captains:	Environmental Monitors:
3GR Oscar Korda Slade Walter	3GR Thomas Lombardi Chloe Lee
3CB Max Horgan Lucas Ammoun	3CB Andrew Bowler Milla Schwarm

Students will be presented with their badges at Assembly on Friday 21 February and the above families will be notified.

Religious Education

The Sacrament of Reconciliation 2025:

The Sacrament of Reconciliation will be received by the Year 3 students who have registered their interest with Sacred Heart Administration through the Operoo platform.



All administration for the Sacrament will be organised through the school, so please make sure you have read all requirements and that dates have been noted in your diary. Students have been introduced to the concept of reconciliation through classroom activities and will complete a booklet for the Reconciliation Program for 2025. A Baptism page will be sent home for parents to fill in their child's details. This booklet can then be taken home to further support the family's wishing to receive this sacrament for their child.

2025 RECONCILIATION CELEBRATION DATES

Sacrament of Reconciliation (Preparation T1, Conferral T2)

Monday 10 March 2025 - Registration for Reconciliation opens (W7)

Friday 28 March 2025 - Registration for Reconciliation closes (End T1)

Term 2 Wednesday 30 April 2025- (6.30-7.30pm) Parent/Child Reconciliation Evening (W2)

Term 2 Friday 2 May 2025 - Conferral of the Sacrament of Reconciliation (W2)

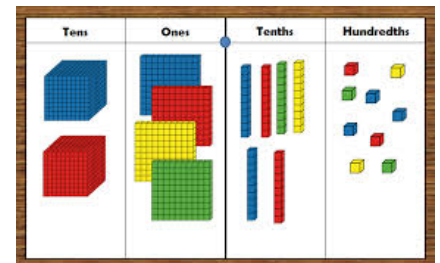
Lent and Easter:

Lent and Easter is a journey of hope and new life. During the season of Lent, the students will observe the Holy Day of Ash Wednesday as they reflect through prayer and almsgiving. Students will review the events of Holy Week and reflect their understanding of Palm Sunday, The Last Supper, Holy Thursday and Good Friday.



VICTORIAN CURRICULUM 2.0

The Victorian Curriculum and Assessment Authority (VCAA) recently published its revised Mathematics and English curriculums (English Version 2.0 and Mathematics Version 2.0). All Victorian schools will be using the Mathematics Version 2.0 and English Version 2.0 in 2025. At Sacred Heart we will be using the revised Mathematics 2.0 and English 2.0 for school reporting from Semester 1, 2025.



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.

Measurement

- Tell time to the minute and investigate the relationship between units of time.

Statistics

- Conduct statistical investigations, collecting data through survey responses.

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:

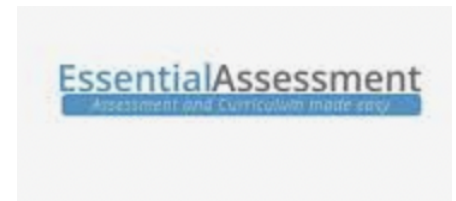
- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
- understand how to use Standard Australian English appropriately, and in combination 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

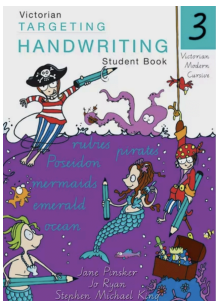
Students will continue to consolidate their planning and practice correct structure when writing recounts. Paragraphs will be introduced as a key organisational aspect to all written texts. Students will focus on key reading strategies, e.g. finding the main idea, cause and effect, comparing and contrasting, making inferences, author's purpose and making predictions. Students will analyse, plan and write narratives by including characters, settings, problems and solutions. Persuasive texts will be analysed prior to the students writing their own texts about familiar topics. They will explore, plan and create persuasive texts with emphasis on the structure of the text and identifying supporting points of view. Students will practice testing conditions through formative assessments to guide them when responding to a range of questions.

Students will continue to practice the writing process by planning, drafting, editing and publishing their work.

Essential Assessment is an education platform used at Sacred Heart to assess Numeracy and Literacy across the whole school. It is aligned with the Victorian and Australian Curriculum. This form of assessment aligns to Sacred Heart's teaching and learning program allowing for structured diagnostic assessment and differentiated curriculum.



This allows teachers to differentiate to the needs of each student through providing ongoing personalised assessment and curriculum to grow their knowledge from current understandings. Essential Assessment is a school based platform only where students login to access assigned assessments.



Handwriting

Handwriting continues to be an important focus in Year 3. We will be concentrating on posture, pencil grip and letter formation using the correct entry and exit points for each letter. The correct placement of letters on the dotted thirds will also be reviewed as students move towards joining letters.



Spelling and Grammar - Explicit Instruction

This year we will be moving away from the SMART Spelling program and implementing Spelling Mastery from Years 2- 6. Spelling Mastery is a fully scripted Direct Instruction program that has an extensive research base and is teacher directed. This closely aligns with the 2030 MACS Vision for Instruction. 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 learn to spell using all the above methods through lessons delivered in class. This means that homework may look a little different. Please do not be concerned if word lists aren't being sent home on a regular basis, 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. Each child also will work through a workbook in class that was purchased via your booklist. All learning will be recorded in this book.

We look forward to starting this new journey of learning at Sacred Heart.

Speaking and Listening

Students will be given opportunities to address an audience as they present finished assignments. They will use language that appropriately addresses an audience allowing for question time. Students will present recount writing, persuasive writing pieces, book reviews as well as Google Slide presentations to their peers.

Classroom Sport - Weekly on a Friday

Classroom Sport for all Year 3's will be on a Friday and run by Mr O'Shea. Students will also be part of many inter school sporting events where they will have the opportunity to finesse their sporting skills in many sporting genres. Dates for these events will be communicated to you closer to the time. Students will need to wear their sports uniform on Wednesday's and Friday's.



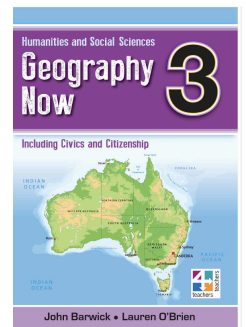
Digital Technologies and Seesaw

This year students will continue to use their own username and password. They will use their personal logins to access apps and programs using Chromebooks and iPads. Students will continue to learn how to create online presentations, search and navigate the internet safely when investigating, creating and communicating ideas.

Students will continue to use Google Classrooms where they will receive posted work from their teacher. A reminder that Seesaw is an ongoing platform used by the school for students to share their work with you. Please remember to check in with your child's posts as well as notes from teachers to keep up with the latest classroom news and learning.

Inquiry/Geography: Unit: This is Australia

During this unit of Inquiry, the students will investigate the states and territories of Australia using geographical tools such as a globe, online map and atlas. They will investigate the names of major cities and regional centres in their own state. Students will research Australia's closest neighbours and key geographical characteristics of these places. Students will analyse and interpret maps looking at the main climate types in Australia.

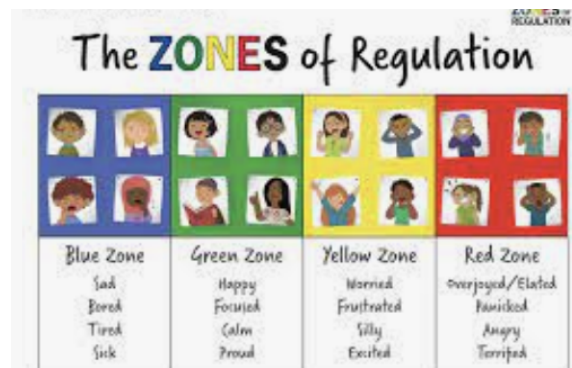


WELLBEING and Transition into Year 3

As students transition into Year 3 we encourage their independence by lining up in their class group without parents. We also encourage a limit to soft plush toys brought to school to allow for less distractions during the busy school day. If you could support us in this matter it would be greatly appreciated.

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 'The Zones of Regulation' investigating coping strategies and develop skills to aid in conflict resolution.

We will continue to explore our Respectful Relationships unit and will use Circle Time to share ideas, build on personal strengths and practice growth mindset thinking.



Homework

The students will have set homework each week. Homework will include Reading, Writing and Mathematics. At times there may be small projects/tasks related to Inquiry or Religious Education especially as the children will be participating in the sacrament of Reconciliation.

Students' 'Homework Book' will be taken home on a Monday and returned on the following Monday each week. The tasks will be pasted in their Homework Book on a Monday ready for completion over the week. This is the same practice that the students are used to from last year. Students will be required to write using their grey lead pencils, using a red pencil and ruler for margins. Students are reminded to take care with all written presentations before handing in their final tasks. Homework will recommence Term 1, Week 3 2025. Homework is an expectation that supports the revision of Year 3 learning further supporting time management skills and independence. Students should be able to complete their activities over the week, mindful of days that they have extra curricular activities outside of school. If students are absent from school (ill or holiday), they are not expected to complete homework.

Home Reading Program:

Your continued support in encouraging your child to read every night helps to facilitate their reading capacity throughout all areas of the curriculum.

Students are encouraged to read for at least twenty-five (25) minutes every night. Each night's reading must be recorded in the [student's Sacred Heart diary every day](#).

Each day entry:

- Title of book and page numbers or chapter references
- Note if your child read independently or read aloud to a parent

Every reading log 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, comic books, chapter books, magazines, local newspapers, etc.

Library

As the school library is not operating in its usual format due to renovations, students will still be able to borrow chapter books for reading in their classroom. Students will be responsible for taking these books home in their library bags and returning them to the classroom in a timely manner.

Diaries

Please read and sign the Sacred Heart Student Diary every night and use it as a form of communication. Your child's diary should be brought to school every day. It will be sighted by the classroom teacher each day and signed on Friday's to check their reading log.

Year 3 - Weekly Timetable Term 1 2025

Monday	Tuesday	Wednesday	Thursday	Friday
Homework Due Homework handed out Library books taken home as home readers		Art - Mrs Burns Physical Education - Mr O'Shea	Mandarin - Ms Chen Performing Arts - Mrs Mulhall	Year 3 Sport - Mr O'Shea 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 see Caroline Reid.

Anaphylaxis and Allergies

Sacred Heart is a 'Nut Aware' school. We would appreciate your cooperation in refraining from sending food, snacks or treats (made or packaged) that contain nuts (e.g. peanuts, cashews, peanut butter and Nutella) to school or any school gathering.

Birthday Treats

Should your child be celebrating a birthday and wish to hand out treats please send in a commercially wrapped treat to share with the class. For safety purposes no lollipops. Please also let the teacher know in case they need to cater for a child with an allergy. We appreciate your ongoing support with this.

Dates for the Diary

(Dates may change throughout the term - you will be notified of any amendments via the SchoolBag App or through the SEESAW platform).

January 2025

- Wednesday 30 and Thursday 31 - Testing Days
- Friday 31 - Students return for Term 1 Start of the Year

February 2025

- Friday 21st - Whole School Welcome Event

March 2025

- Saturday 1st - Prep and New Families Welcome 7pm
- Wednesday 5th - Ash Wednesday
- Friday 6th and 7th - School Closure Days
- Monday 10th - Registration for Reconciliation opens (closes March 28)
- Wednesday 13th to 25th - Year 3 and Year 5 NAPLAN
- Wednesday 26th - Parent/Teacher chats from 1:30pm, school finishes at 12:45pm

April 2025

- Wednesday 2nd - School Photos - please ensure your child is in correct Summer Uniform
- Thursday 3rd - Sacred Heart Sports Day
- Friday 4th - End of Term 1 - School finishes 12.45pm (casual clothes day)

Please remember:

If your child is absent for any reason, please inform the school immediately by phoning the office or emailing Administration. Your child's absence can then be forwarded to your students' class teacher.

Classroom teachers can be contacted via a note in the student diary, a phone call to the office or an email to Caroline Reid admin@shkew.catholic.edu.au and your queries will be forwarded onto us.

We are looking forward to a wonderful term sharing new learning with all the Year 3 students.

Gabrielle Richardson and Chelsea Bilney
Year 3 Teachers 2025