



Year 3 Curriculum Letter, Term 3, 2026

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 in each curriculum area this term.

A very special welcome back to Ms Pigatto to the Year 3 team!

We are looking forward to a wonderful term ahead.

Gabrielle Richardson, Matt O'Shea and Gabbi Pigatto
Year 3 Teachers

We would like to congratulate our Semester 2 2026 Class Captains and Environmental Monitors:

<u>Class Captains Sem 2 2026:</u>	<u>Environmental Monitors Sem 2 2026:</u>
3GR Mariana Hengel Max Yao	3GR Eve Stocky Maynard Moore
3CH Evan Konstantopoulos Sebastian Gaviria Patino	3CH Noah Mashayekh Maxime Grodji

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 examine the Parables of the Mustard Seed, the Hidden Treasure and the Pearl.



Breaking Bread with Jesus

Students will learn about and experience the Mass as a communal celebration of Christians' lives in Christ. They will explore how Christians take and bless bread and wine during the Mass to remember and celebrate the death and resurrection of Jesus Christ, and how this relates to the Last Supper. Students will identify the sacred objects used during the Mass, including the chalice, ciborium, paten, lectern and lectionary. They will attend a parish Mass and participate in leading a

Year 3 Mass to put into practice what they have learnt about this celebration.

Mathematics

In Mathematics the students will:

Number

- Extend place value understanding to 10,000 and beyond.
- Recognise relationships between dollars and cents and represent money values in different ways.
- Become familiar with and use related mathematical language, including *multiply*, *multiplied by*, *divided into*, *divided by* and *shared equally*.

Algebra

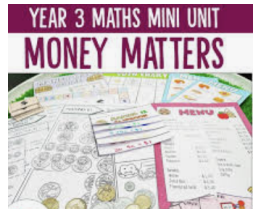
- Recognise and explain the connection between addition and subtraction as inverse operations, applying this understanding to partition numbers and find unknown values in number sentences.
- Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for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

Measurement

- Identify angles as measures of turn and use right angles as a reference point to compare angles in everyday situations.
- Analyse and represent time to the nearest minute, hour, quarter hour and five minutes.

Space

- Interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other.
- Explore how two-dimensional shapes and three-dimensional objects have properties that can be measured and compared.



English

In English, students will:

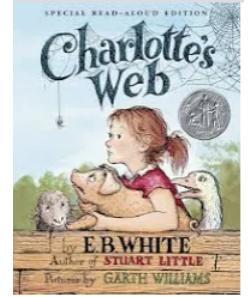
- Extend their use of topic-specific vocabulary, including technical words, and adopt and adapt language features from a range of texts.
- Write texts using joined letters that are accurately formed and consistent in size.
- Incorporate procedural and informative texts using subject-specific vocabulary.
- Read using phonics, morphemic and vocabulary knowledge, as well as grammatical knowledge such as subject–verb agreement, tense and apostrophe use.
- Describe how different types of texts across the curriculum use different language features and structures depending on their purpose.
- Discuss connections between personal experiences and the experiences of characters in a range of literary texts, and provide reasons for their personal preferences.

Handwriting: Handwriting continues to be a focus in Year 3. Students will concentrate on developing correct posture, pencil grip, letter formation, legibility and joined handwriting.

Literacy

When interacting with others, students will extend their use of topic-specific and appropriate vocabulary, and use cooperation strategies and interaction skills to contribute to discussions. They will explore the language of evaluation and emotion. When speaking to an audience, students will deliver short spoken texts, exploring a range of topics and text types, including multimodal and digital elements, while using appropriate features of voice.

This term, students will be studying *Charlotte's Web* by E.B. White. They will review narrative and persuasive texts using a structured template.



Spelling Mastery

Spelling and Grammar - Explicit Instruction

Your child will continue to learn spelling using all of the methods outlined above through lessons delivered in class. This means that homework will not always include word lists being sent home, as the focus of Spelling Mastery is for students to understand spelling patterns and strategies rather than simply memorise words.



We also recognise the importance of practising the skills learnt in class. Therefore, when word lists are sent home, it will be to provide additional practice when required. This term, students will write out misspelled words as part of their weekly homework to support review and consolidation.

Speaking and Listening

There will be opportunities for students to present their work within our Inquiry, English and Religious Education units. These presentations will include both individual and group presentations.

Digital Technologies

Students will continue to log on and log off using their one-to-one Chromebook and school username and password. Students will use Google Drive to create and store their working documents. They will also use Google Slides to create presentations that include 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 stay connected with your child's learning and see what they have been working on in the classroom.



Inquiry/Physical Sciences

Topic: We Like to Move It

In this topic, students will explore and define force as:

A force is a push or pull acting on an object. A force can cause an object to speed up, slow down, remain still, or change its shape.



Students will investigate how the location and movement of all things in the universe are influenced by the forces acting upon them, from the swaying of a blade of grass to the movement of moons, planets, stars and galaxies.

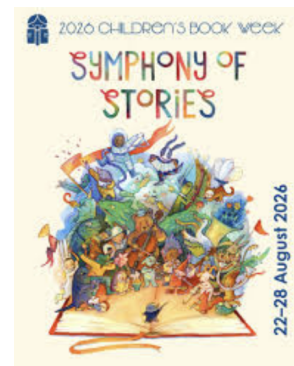
Students will learn that:

- Forces can be exerted by one object on another through direct contact or from a distance. Students will develop and discuss a hypothesis for a planned experiment investigating gravity.
- Heat can be produced in many ways and can move from one object to another. A change in the temperature of an object is related to the gain or loss of heat by that object.
- A force is a push or pull acting on an object. A force can cause an object to speed up, slow down, remain still or change its shape. The location and movement of objects in the universe are influenced by the forces acting upon them, from the swaying of a blade of grass to the movement of moons, planets, stars and galaxies.

Book Week 2026

This year's Book Week theme is *A Symphony of Stories*. We will celebrate Book Week by celebrating Australian children's literature through a range of activities, reading sessions and a Sacred Heart character dress-up parade.

This year, students will receive a visit from author Andrew Plant. Students will have the opportunity to review the narrative writing process and ask questions about the process of writing, editing and creating a book.



Health & Physical Education

Personal, Social & Community

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



In this unit, students will reflect on their visit from First Aid in Schools and review ways they can assist during a medical emergency. Students will revise emergency skills and procedures that are relevant to their age and capabilities.

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 explore how being part of a group or team promotes connections between community, health and wellbeing.

Respectful Relationships

Students will continue to discuss how problems and challenges are a normal part of life and identify actions that can be undertaken to manage them. They will analyse challenges in order to set goals based on coping strategies and develop the skills needed to resolve them. Students will practise 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 practise growth mindset thinking.

Homework

The students will have set homework each week. Homework will include Reading, Spelling and, where appropriate, one additional task.

Homework is to be completed in the Homework book using a grey lead pencil, with margins ruled in red pencil. Writing should be 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 should be recorded in the Reading Log in the diary, and each entry needs to be initialled by a parent or guardian.

It is important to read to and with your child and encourage them to read a variety of text types, such as picture books, websites, chapter books, magazines, local newspapers, maps and more.

Please read and sign the school diary every Monday night and use it as a form of communication between home and school. Your child's diary should be brought to school each day and will be checked by the class teacher each week.

Reports & Parent Teacher Meetings

We look forward to meeting you in Week 7 to discuss your child's progress. Appointment times will be set up for you in the coming weeks.

Year 3 Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Assembly	Examen Meditation Library	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

13th - School Closure Day

14th - Term 3 commences

17th - Semester 2 Leaders badge presentation 2:30pm

24th - Grandparents Day Opening Morning 8:30am

Grandparents and Special Persons' Mass 9:15am, Morning Tea 10:00am

August

3rd - First Aid Schools Program

7th - Year 3/4 Soccer Day

10th - 14th - Science Week

19th - 26th - Book Week

24th - Author visit (Andrew Plant) and Character Dress Up Day

19 - 26th - Book Fair

27th - Parent Teacher Chats (12:45pm finish)

28th - School Closure Day (TIL for staff)

September

3rd - Father's Day Stall

4th - Father's Day Classroom Visit 8:30am

- Paraliturgy and Morning Tea 9am

18th - End of Term 3 Footy Colours Day (12:45pm finish)

Notifying the school of your child's absence

There have been some updates to the nPortal over the holiday period, particularly using the portal to mark student absences. Please follow the instructions below to notify the school of future student absences. This will be the preferred method of notifying the school of your child's absence and will replace using Audiri for notifications.

1. From the Dashboard, select the child you want the absence for.

2. In the student's profile, click 'Mark Attendance'.

3. Enter the details of the absence.

The absence will automatically record on the Classroom Teacher's roll.

If you forget to record/notify the school of the absence, you will either be sent an SMS from nForma or an email from Office Admin.

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.

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).