

Term 4 Curriculum Overview

Year 3

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 Oct 6	Multiplication and Division Facts Probability	Comprehension Fluency Vocabulary	Sentence Fluency Ideas	SWPBS Resilience, Rights and Respectful Relationships (RRRR) SWPBS	Humanities - History: The influence of various cultures from before European colonisation to the current day (place, symbols, emblems, significant days). <i>I understand the role that people of diverse backgrounds have played in the development and character of the local community and/or other societies.</i> <i>A significant example of change and a significant example of continuity over time in the local community, region or state/territory.</i> <i>I can identify similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there.</i>
Week 2 Oct 13					
Week 3 Oct 20	Multiplication and Division Facts Time	Comprehension Vocabulary Oral Language: Reading Phonics Oral Language: Speaking and Listening	Sentence Fluency Word Choice Ideas		
Week 4 Oct 27			Sentence Fluency Ideas Organisation Conventions Spelling		
Week 5 Nov 3	Time Location and Transformation	Comprehension Oral Language: Reading Phonics Oral Language: Speaking and Listening	Ideas Organisation Conventions Spelling		
Week 6 Nov 10			Multiplication and Division Facts 3D Concepts of Measurement		
Week 7 Nov 17					
Week 8 Nov 24	The focus of Learning Cycles for these weeks will be established by the Collaborative Teaching Team in alignment with student needs. As all core learning cycles will have been completed, subsequent planning will be data-driven and responsive to student progress.				
Week 9 Dec 1					
Week 10 Dec 8					
Week 11 Dec 15				SWPBS	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 4 Curriculum Overview: Mathematics

Year 3

	Essential Learning	Learning Targets
Ongoing	Multiplication and Division	→ I can recall and use multiplication facts for 3s, 4s, 5s, 10s → I can solve division problems using known multiplicative facts
Week 1 - 2	Probability	→ I can describe the likelihood of everyday events happening, using the language of chance → I can identify all possible outcomes of a chance experiment → I can predict the outcome of a chance experiment and explain why one result is more likely than another → I can conduct repeated chance experiments and practical activities and record the results → I can discuss variation in the results of chance experiments
Week 3 - 5	Time	→ I can explain that there are 60 seconds in a minute, 60 minutes in an hour, and 24 hours in a day → I can explain there are 7 days in a week, 12 months in a year, 52 weeks in a year and 365 days in a year → I can connect analogue and digital representations of the same time → I can tell time to the nearest 5 minutes on analogue and digital clocks → I can show time to the nearest 5 minutes on an analogue clock → I can tell time to the nearest minute on analogue and digital clocks → I can show time to the nearest minute on an analogue clock → I can estimate and compare the duration of events using formal units of time (ranging from days - seconds)
Week 4 - 5	Location and Transformation	→ I can compare the same location when represented using different 'map views' (street view, aerial photograph, satellite image etc) → I can create map of familiar environments, using a top view perspective
Week 6 - 7	3D Concepts of Measurement	→ I can identify which metric units are used to measure the mass of everyday items → I can identify which metric units are used to measure the capacity of everyday items → I can interpret the markings and scales used on a variety of labelled instruments, used for measuring mass or capacity (whole units only) → I can use measurements of familiar items and known units to make estimates → I can measure, order and compare mass using formal units (grams and kilograms) → I can measure, order and compare capacity using formal units (millilitres and litres)

Term 4 Curriculum Overview: Reading

Year 3

	Essential Learning	Learning Targets
Week 1 - 7	Comprehension	→ I can develop my literal understanding of a text by drawing on my growing knowledge of context, text structures and language features to analyse texts → I can develop my inferential understanding of a text through predicting, visualising, monitoring and questioning to analyse texts → I can develop my understanding of a text through summarising and connecting to analyse texts
Week 1 - 2	Fluency	→ I can use phonic, semantic and grammatical knowledge to read a range of different texts across the curriculum at Level 24 accurately → I can re-read and self-correct in order to read texts at Level 23-24 accurately
Week 1 - 4	Vocabulary	→ I can identify and explain that some words have different meanings in different contexts → I can interpret a greater range of topic-specific vocabulary → I can explain how vocabulary selection can alter the force or impact of a message
Week 3 - 5	Oral Language: Speaking and Listening	→ I can deliver short spoken texts, adjusting my tone and pace according to purpose and audience → I can demonstrate effective listening by producing a recount or summary of information → I can build on and connect with ideas and opinions expressed by others
Week 3 - 7	Oral Language: Reading	→ I can identify, discuss and explain personal text preferences → I can discuss how characters, settings or events may be represented by different authors or across multiple contexts → I can draw on relevant prior knowledge and personal experiences in order to make meaningful connections to texts
Week 3 - 7	Phonics	→ I can read less common, multisyllabic words with consonant digraphs and consonant blends, for example 'shrinking', 'against' and 'rocket' → I can use my knowledge of prefixes to change the meaning of a base word → I can read and comprehend new multimorphemic words using my knowledge of suffixes and how they can be used to form a plural or past tense

Term 4 Curriculum Overview: Writing

Year 3

	Essential Learning	Learning Targets
Week 1 - 4	Sentence Fluency	→ I am beginning to use a variety of sentence beginnings → I am beginning to use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations
Week 2 - 3	Word Choice	→ I am beginning to use some simple figurative language devices (e.g. simile) and creative wordplay (e.g. repetition and alliteration) to affect the reader → I can consistently use topic-specific, technical, and precise vocabulary in order to express greater meaning, within context
Week 1 - 5	Ideas	→ I can create texts to narrate, that draw upon ideas, storylines, characters and settings from texts that I have encountered → I can create texts that inform or explain familiar or learnt topics → I can create texts that argue my opinion about familiar or learnt topics
Week 4 - 7	Organisation	→ I am beginning to use a topic sentence to signal how my paragraph will develop → I can re-read my text and edit for meaning and structure → I can consistently include basic structural features when writing for a range of purposes
Week 4 - 7	Conventions	→ I can consistently use apostrophes to show plural possession in regular and irregular nouns → I know that apostrophes are used to signal missing letters in a contraction and can accurately include common contractions in my writing
Week 4 - 6	Spelling	→ I can use my knowledge of prefixes to change the meaning of a base word → I can use context and syntactic knowledge to spell common homophones using context and syntactic knowledge to spell homophones
Week 7	Presentation	→ I am beginning to use joined letters that are accurately formed and of consistent size → I am beginning to include appropriate multimodal elements that support the purpose of my text