

Term 1 Curriculum Overview

Year 3

	Mathematics	Reading	Writing	Concept
Week 1 <i>Jan 31</i>	First 15 Days of Mathematics <i>Lesson Structures, Problem Solving, Warm Ups, Number Talks</i>	First 15 Days of Reading <i>Class Library, Choosing a Just Right Book, Independent Reading, Comprehension Strategies, Word Morphology, Fluency</i>	First 15 Days of Writing <i>Lesson Structure, Writers' Notebook, Writing Traits Exploration</i>	<p>Rules and laws are important. Government decisions are made democratically.</p> <p><i>I can distinguish between rules and laws and discuss why rules and laws are important.</i></p> <p><i>I can identify how and why decisions are made democratically in communities.</i></p> <p><i>I can explain the roles of local government and some familiar services provided at the local level.</i></p>
Week 2 <i>Feb 5</i>				
Week 3 <i>Feb 12</i>				
Week 4 <i>Feb 19</i>	Place Value Mapping	Audience and Purpose Decoding Fluency Comprehension	Ideas Organisation Word Choice	
Week 5 <i>Feb 26</i>	Place Value	Audience and Purpose Decoding Fluency Comprehension	Ideas Organisation Word Choice	
Week 6 <i>Mar 4</i>	Place Value	Audience and Purpose Decoding Fluency Comprehension	Ideas Organisation Word Choice Spelling	
Week 7 <i>Mar 11</i>	Addition Subtraction	Audience and Purpose Decoding Comprehension	Ideas Organisation Word Choice Spelling	
Week 8 <i>Mar 18</i>	Addition Subtraction	Audience and Purpose Decoding Comprehension	Ideas Organisation Word Choice Spelling Presentation	
Week 9 <i>Mar 25</i>	Addition Subtraction	Audience and Purpose Decoding Fluency Comprehension	Ideas Organisation Word Choice Spelling Presentation	

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 1 Curriculum Overview: Mathematics

Year 3

	Essential Learning	Learning Targets
Week 4	Location & Mapping: Students match positions on maps with given information and create simple maps.	<ul style="list-style-type: none">→ I can identify the features of grid maps (axis, letters, numbers)→ I can use and interpret grid references to locate positions on a map→ I can describe a pathway using directional language and landmarks located on a map→ I can create a simple grid map which shows the position of different landmarks
Week 4-7	Place Value: Students can recognise, model, represent and order numbers up to four-digits and use their knowledge of place value to assist calculations.	<ul style="list-style-type: none">→ I can read and write numerals up to 10 000, showing an understanding of the role of zero in place value notation→ I can partition numbers to 10 000 into their place value parts→ I can model numbers up to 10 000 as thousands, hundreds, tens and ones→ I can use my place value knowledge to compare and order numbers to 10 000→ I can recall the backward and forward number word sequence to 10 000, from any starting point→ I can rename/regroup numbers up to 10 000
Week 7-9	Addition: Students can solve a range of real life addition problems, using a variety of strategies.	<ul style="list-style-type: none">→ I can recall and use addition facts to 20 fluently→ I can solve addition problems, using a range of strategies and my growing understanding of the number system
Week 7-9	Subtraction: Students can solve a range of real life subtraction problems, using a variety of strategies.	<ul style="list-style-type: none">→ I can recall and use subtraction facts from 20→ I can solve subtraction problems using a range of strategies→ I can explore the process of renaming when solving subtraction problems→ I can explain and apply the connection between addition and subtraction

Term 1 Curriculum Overview: Reading

Year 3

	Essential Learning	Learning Targets
Week 4-9	<p>Comprehension: I can use comprehension strategies to build literal and inferred meaning about events, ideas and information in a text.</p>	<ul style="list-style-type: none"> → Determining Importance: I can determine important ideas, events or details in a text. → Inferring: To use prior knowledge and text clues to build inferential comprehension. → Connections: I can use a text to make connections between the information in print and images and make: <ul style="list-style-type: none"> - Text to text connection - Text to self connection (personal experiences) - Text to world connections And share these responses with others. → Predicting: I can make predictions using text clues and prior knowledge → Questioning: I can answer literal and implied questions using text clues and prior knowledge.
Week 4-9	<p>Audience and Purpose: I understand how content can be organised using different text structures depending on the purpose of the text.</p>	<ul style="list-style-type: none"> → I can identify the effect of an image on an audience in books, advertisements and film segments. → I can identify the effect of language choice on an audience (verb choice, tense and types of sentences.) → I am familiar with some typical structures and language features of different types of texts (e.g. narratives, procedures, reports and reviews). → I understand how different types of texts vary in their use of language choices, depending on their audience. → I can identify the features of online texts that enhance navigation → I can discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative <p>Analyse and evaluate texts:</p> <ul style="list-style-type: none"> → Evaluate texts based on context, text structures and language features. → Develop criteria for establishing personal preferences for texts. → Identify the point of view in a text and suggest alternative points of view
Week 4-9	<p>Decoding: I can use a range of strategies to monitor meaning when I am reading and decode more complex words in a Year 3 level text.</p>	<p>Reading a Year 3 levelled text, I can:</p> <ul style="list-style-type: none"> → Clarify unknown words and phrases to better understand a text. (substituting, using base words, looking for known words, affixes) → Use blending and I can use knowledge of letter-sound relationships to read more complex words. segmenting to read more complex words. → Use strategies, including confirming, rereading and cross-checking, to help me to understand what I read. → Use my understanding of prefixes, suffixes and homophones to support my reading and comprehension. → Read an increasing range of imaginative, informative and persuasive texts.
Week 4-9	<p>Fluency : I can read a range of Year 3 levelled texts aloud, with fluency and intonation</p>	<p>Using a Year 3 levelled text, I can:</p> <ul style="list-style-type: none"> → Pause, change the tone, stress and pitch of my voice according to the punctuation and context of a text. → Read at an appropriate rate. → Adapt my phrasing when reading texts with varied sentence structures.
Week 7-9	<p style="text-align: center;">Presentation</p>	<ul style="list-style-type: none"> → I use joined letters that are accurately formed and of consistent size → I use word processing programs with growing speed and efficiency

The physical appearance of the piece.

- I am developing quick finger action when typing
- I publish texts that feature combinations of print, visual and audio element

Term 1 Curriculum Overview: Writing

Year 3

	Essential Learning	Learning Targets
Week 4 -9	<p style="text-align: center;">Word Choice The specific vocabulary the writer uses to convey meaning and enlighten the reader</p>	<ul style="list-style-type: none"> → 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 am beginning to use a wide range of verbs in order to express greater detail e.g. tiptoed instead of walked → I am beginning to use a range of technical and subject specific words to add authority and credibility to my writing (e.g. hibernate instead of sleep) → I am beginning to use adjectives to persuade (e.g. dangerous behaviour) → I am beginning to use adjectives in complex noun group adjectives to create more accurate description (e.g. that tangy, lemon-scented aroma) and to include details of participants, give opinion and classify ('that crazy, little cattle dog') → I can use cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as next, since) → I can use synonyms to replace common and generic words in order to avoid repetition across a text (e.g. thrilled for excited) → I can refine my use of vocabulary so that is appropriate to my writing purpose and text type, and conveys my intended meaning
Week 4-9	<p style="text-align: center;">Organisation The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> → I am beginning to use well-structured paragraphs with topic sentences, to support my reader → I am beginning to include structural features that are appropriate to the type of text or task → My writing has a clear beginning, middle and end (orientation/body/conclusion) → I am beginning to use cohesive devices appropriate to the type of text or task; ie: to link ideas in a text, link arguments, or signpost sections of a text. → I can re-read and edit my writing specifically to check that the organisation and structure of my writing supports my reader
Week 4-9	<p style="text-align: center;">Ideas The piece's content – its central message and details that support that message</p>	<ul style="list-style-type: none"> → I am beginning to write across a broader range of subjects/learning area purposes when writing imaginatively/to entertain → I am beginning to write across a broader range of subjects/learning area purposes when writing to inform → I am beginning to write across a broader range of subjects/learning area purposes when writing to persuade → I include information, ideas and arguments that are relevant to the topic and purpose of my text → I can use details and images to elaborate upon and support my ideas, from a range of sources → I can draw inspiration from my own culture, as well as the culture of others, when developing characters, settings and events
Week 6-9	<p style="text-align: center;">Conventions: Spelling The mechanical correctness of the piece. Correct use of conventions</p>	<ul style="list-style-type: none"> → I can correctly write all words from the hundred high-frequency word list → I can use less common vowel digraphs (e.g. head, suit) and write words using diphthongs correctly (e.g. house, boil)

(spelling) guides the reader through the text easily.

- I can **consistently** write all common contractions correctly and know that apostrophes of contraction signal missing letters (doesn't)
- I can correctly spell common homophones (hear, here)
- I can use my knowledge of prefixes and suffixes to write words with common prefixes and suffixes (unhappy, helpful)
- I can use some learnt spelling generalisations to attempt to spell unknown words (drop e from a base word when adding a suffix)
- I can use my etymological knowledge and orthographic knowledge in addition to my phonic, visual and morphemic knowledge to attempt to spell unknown words
- I can identify spelling errors and attempt to correct them using spell check and authoritative sources (dictionaries, web search)
- I can reread and edit my writing for spelling using digital and print dictionaries, glossaries and spell check