

Term 2 Curriculum Overview

Year 3

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 April 15	Addition Subtraction	Decoding Fluency	Presentation Word Choice	<p><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: Resilience</p> <p>Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be optimistic ● Accept and adapt ● Growth mindset ● Be courageous ● Bounce back <p><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 3: Positive Coping</p> <p>Topic 4: Problem Solving</p> <p>Topic 5: Stress Management</p>	<p style="text-align: center;">Australian history and communities have changed over time.</p> <p><i>I understand the significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area</i></p> <p><i>I can identify stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival.</i></p> <p><i>I understand the nature of contact between Aboriginal and Torres Strait Islander peoples and others and the effects of these interactions.</i></p> <p><i>I can sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement.</i></p>
Week 2 April 22	Addition Subtraction	Decoding Fluency	Presentation Word Choice		
Week 3 April 29	Number Sequence	Decoding Fluency	Sentence Fluency Word Choice Presentation Conventions-Grammar & Punctuation		
Week 4 May 6	Number Sequence	Decoding Fluency	Presentation Sentence Fluency Conventions-Grammar & Punctuation		
Week 5 May 13	Number Sequence	Decoding Fluency	Presentation Sentence Fluency Conventions-Grammar & Punctuation		
Week 6 May 20	Number Sequence	Decoding Fluency	Presentation Sentence Fluency Conventions-Grammar & Punctuation		
Week 7 May 27	Multiplication	Decoding Fluency	Presentation Sentence Fluency Conventions-Grammar & Punctuation		
Week 8 Jun 3	Multiplication	Decoding Fluency	Presentation Sentence Fluency Conventions-Grammar & Punctuation		
Week 9 Jun 10	Multiplication	Decoding Fluency	Presentation Sentence Fluency Conventions-Grammar & Punctuation		

Week 10 Jun 17	<i>Division</i>	<i>Decoding Fluency</i>	<i>Presentation Sentence Fluency Conventions-Grammar & Punctuation</i>		
Week 11 Jun 24	<i>Division</i>	<i>Decoding Fluency</i>	<i>Presentation Sentence Fluency Conventions-Grammar & Punctuation</i>		

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 2 Curriculum Overview: Mathematics

Year 3

	Essential Learning	Learning Targets
Week 1-2	<p>Addition: Students can solve a range of real life addition problems, using a variety of strategies.</p>	<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
	<p>Subtraction: Students can solve a range of real life subtraction problems, using a variety of strategies.</p>	<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
Week 3-6	<p>Number Sequences: Students can describe, continue and create numbers patterns resulting from performing addition and subtraction and investigate odd and even numbers.</p>	<ul style="list-style-type: none"> → I can describe the patterns created by increasing and decreasing number sequences → I can explain why numbers are considered odd or even → I can identify odd and even numbers → I can create a number sequence to match a rule → I can continue number sequences → I can identify the rule of a single step number sequence
Week 7-9	<p>Multiplication: Students can use efficient strategies to solve multiplication problems and recall multiplication facts of two, three, five and ten and related division facts.</p>	<ul style="list-style-type: none"> → I can explain and apply the connection between multiplication and division → I can show that multiplication of 2 numbers can be done in any order (commutative) → I can write a word problem to represent a multiplication number sentence → I can represent a multiplication word problem as a number sentence → I can represent and solve multiplication problems using a range of strategies → I can recall multiplication facts for 2s, 3s, 5s, and 10s → I can read, write and interpret multiplication number sentences using x and = symbols
Week 10-11	<p>Division : Students can use efficient strategies to solve division problems and recall multiplication facts of two, three, five and ten and related division facts.</p>	<ul style="list-style-type: none"> → I can explain and apply the connection between multiplication and division → I can write a word problem to represent a division number sentence → I can represent a division word problem as a number sentence → I can represent and solve simple division problems using a range of strategies → I can use multiplication facts to recall related division facts for 2s, 3s, 5s and 10s → I can read, write and interpret division number sentences using ÷ and = symbols

Term 2 Curriculum Overview: Reading

Year 3

	Essential Learning	Learning Targets
Week 1	<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 2	<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 3 -11	<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 3 -11	<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.

Term 2 Curriculum Overview: Writing

Year 3

	Essential Learning	Learning Targets
Week 1 - 3	<p style="text-align: center;">Word Choice</p> <p>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 can refine my use of vocabulary so that is appropriate to my writing purpose and text type, and conveys my intended meaning → 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 use cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as next, since) → 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 am beginning to use adjectives to persuade (e.g. dangerous behaviour) → 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 a wide range of verbs in order to express greater detail e.g. tiptoed instead of walked
Week 2 -11	<p style="text-align: center;">Presentation</p> <p>The physical appearance of the piece.</p>	<ul style="list-style-type: none"> → I publish texts that feature combinations of print, visual and audio element → I am developing quick finger action when typing → I use word processing programs with growing speed and efficiency → I use joined letters that are accurately formed and of consistent size
Week 3 - 11	<p style="text-align: center;">Sentence Fluency</p> <p>The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<ul style="list-style-type: none"> → I can adapt the language features and patterns I encounter in literary texts to enhance my sentences → I am beginning to use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations. → I am beginning to include complex sentences using conjunctions (eg: when, because) → I am beginning to use a variety of sentence beginnings → I am beginning to intentionally use a variety of sentence structures to enhance my writing
Week 1 - 9	<p style="text-align: center;">Conventions: Grammar & Punctuation</p> <p>The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation,</p>	<ul style="list-style-type: none"> → I can consistently use commas to separate items in a list of nouns. → I can consistently capitalise a wider range of proper nouns to include: key events, names of places and titles → I am beginning to write accurate compound and complex sentences, and I maintain subject-verb agreement in simple and compound sentences → I employ a range of tenses in my writing to represent processes, maintaining consistent tense within and between sentences and beginning to maintain tense at a whole text level

	<p>paragraphing, and grammar and usage) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> → I know that apostrophes are used to signal missing letters in a contraction and am beginning to accurately include common contractions in my writing. → I can reread and edit my writing to check for correct punctuation and grammatical choices, including both the accurate and inaccurate usage of apostrophes in common contractions.
<p>Week 3 -11</p>	<p style="text-align: center;">Conventions: Spelling</p> <p>The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</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) → 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

Term 2 Curriculum Overview: Social & Emotional Learning

Year 3

	Essential Learning	Learning Targets
Weeks 1-11	Topic 3: Positive Coping	<ul style="list-style-type: none"> → I can explain the consequences of emotional responses in a range of social situations → I can recognise personal strengths and challenges and identify skills I would like to develop → I can discuss the value of diverse perspectives and can demonstrate respect for a diverse range of people and groups → I can describe factors that contribute to positive relationships with peers, other people at school and in the community → I can identify a range of conflict resolution strategies to negotiate positive outcomes to problems → I can apply strategies for working cooperatively and apply rules fairly. I can select and demonstrate strategies that help me stay safe, healthy and active at home, at school and in the community
	Topic 4: Problem Solving	<ul style="list-style-type: none"> → I can explain the consequences of emotional responses in a range of social situations → I can recognise personal strengths and challenges and identify skills I would like to develop → I can suggest strategies for coping with difficult situations → I can persist with tasks when faced with challenges and adapt my approach when first attempts are not successful → I can describe factors that contribute to positive relationships with peers, other people at school, and in the community → I can explain characteristics of cooperative behaviours and can use criteria to identify evidence of this in group activities → I can identify a range of conflict resolution strategies to negotiate positive outcomes to problems → I can recognise strategies for managing change → I can examine influences that strengthen identities → I can investigate how emotional responses vary and how to interact positively with others in different situations including in physical activities → I can apply strategies for working cooperatively and apply rules fairly. I can select and demonstrate strategies that help me stay safe, healthy and active at home, at school and in the community
	Topic 5: Stress Management	<ul style="list-style-type: none"> → I can explain the consequences of emotional responses in a range of social situations → I can recognise personal strengths and challenges and identify skills I would like to develop → I can suggest strategies for coping with difficult situations → I can persist with tasks when faced with challenges and adapt my approach when first attempts are not successful → I can discuss the value of diverse perspectives and through my interactions demonstrate respect for a diverse range of people and groups → I can explain characteristics of cooperative behaviours and use criteria to identify evidence of this in group activities → I can examine influences that strengthen identities. → I can investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities

		<p>→ I can apply strategies for working cooperatively and apply rules fairly. I can select and demonstrate strategies that help me stay safe, healthy and active at home, at school, and in the community</p>
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