Term 4 Curriculum Overview
Year 3

	Mathematics	Reading	Writing	Concept
Week 1 *Oct 2*	Fractions Time	Comprehension Audience and Purpose Decoding	Ideas Organisation Voice Conventions: Spelling	***The influence of various cultures from before European colonisation to the current day (place, symbols, emblems, significant days).*** I understand the role that people of diverse backgrounds have played in the development and character of the local community and/or other societies. (VCHHK074) A significant example of change and a significant example of continuity over time in the local community, region or state/territory (VCHHK073) 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. (VCGGK084) I can describe the significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area. (VCHHK072) I can describe the significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems. (VCHHK076) I can describe the significance of Australian celebrations, symbols and emblems. (VCHHC071)
Week 2 *Oct 9*	Fractions Time Data	Comprehension Audience and Purpose Fluency	Organisation Presentation Conventions: Grammar and Punctuation Conventions: Spelling	
Week 3 *Oct 16*	Fractions Time	Comprehension Audience and Purpose Decoding	Ideas Organisation Conventions: Grammar and Punctuation Conventions: Spelling	
Week 4 *Oct 23*	Fractions Time Chance	Comprehension Audience and Purpose Fluency	Ideas Organisation Presentation Conventions: Grammar and Punctuation Conventions: Spelling	
Week 5 *Oct 30*	Fractions Time Measurement	Comprehension Audience and Purpose Decoding	Sentence Fluency Conventions: Grammar and Punctuation Conventions: Spelling	
Week 6 *Nov 6*	Transformations & Symmetry Money	Comprehension Audience and Purpose Fluency	Sentence Fluency Voice Conventions: Spelling	
Week 7 *Nov 13*	Transformations & Symmetry Money	Comprehension Audience and Purpose Decoding	Conventions: Grammar and Punctuation Conventions: Spelling	
Week 8 *Nov 20*	Money Addition & Subtraction	Comprehension Audience and Purpose Fluency	Word Choice Voice Conventions: Spelling	
Week 9 *Nov 27*	Money Addition & Subtraction	Comprehension Audience and Purpose Decoding		
Week 10 *Dec 4*	Money Measurement	Comprehension Audience and Purpose Fluency	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	
Week 11 *Dec 11*	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*		

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
Week 1-5	**Fractions:** Students model and represent halves, thirds, quarters, fifths and eighths.	➔ I can use a number line to represent unit fractions, and their multiples to a whole (1/2, 1/4, 1/8, 1/3, 1/5) ➔ I can represent unit fractions using numerator and denominator ➔ I can identify different representations of thirds and fifths (collections, shapes, lengths) ➔ I can demonstrate fractions of a length using halves, quarters, eighths, thirds and fifths ➔ I can share collections into three equal groups (thirds) and five equal groups (fifths) ➔ I can split areas into three equal parts (thirds) and five equal parts (fifths) ➔ I can explain thirds as three equal parts of a whole, and fifths as five equal parts of a whole
	Time: Students can tell time to the nearest minute.	➔ 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 different representations of the same time ➔ I can show time to the nearest minute on an analogue clock ➔ I can tell time to the nearest minute ➔ I can show time to the nearest 5 minutes on an analogue clock ➔ I can tell time to the nearest 5 minutes
Week 2	**Data:** Students can collect and organise data, involving categorical variables, in a variety of ways and interpret and compare data displays.	➔ I can draw reasonable conclusions from data displays ➔ I can interpret and compare a range of data displays ➔ I can display data in a variety of ways, including column graphs ➔ I can collect data and organise it into categories ➔ I can plan my investigation: identify sources of data to
Week 4	**Chance:** Students can conduct chance experiments, identify possible outcomes and recognise variation in results.	➔ I can discuss variation in the results of chance experiments ➔ I can explain why one result is more likely than another, when conducting chance experiments ➔ I can list all possible outcomes of chance experiments ➔ I can conduct simple chance experiments
Week 5,10	**Measurement:** Students can use metric units to measure, order and compare objects based on length, area, mass and capacity.	➔ I can measure, order and compare capacity using formal units (millilitres and litres) ➔ I can measure, order and compare mass using formal units (grams and kilograms) ➔ I can measure, order and compare the area of rectangles using formal units (centimetres squared) ➔ I can measure, order and compare length using formal units (centimetres and metres)
Week 6-7	**Transformations & Symmetry:** Students can identify symmetry in the environment.	➔ I can explain what symmetry is ➔ I can identify examples of symmetry in everyday life, and diagrams ➔ I can identify and describe flips, slides and turns in everyday life
Week 6-10	**Money:** Students can represent money in different ways and count out change for simple transactions.	➔ I can calculate change required, to the nearest five cents, from a total of up to $5 ➔ I can find the total amount of two or more items that I wish to purchase, up to a total of $5 ➔ I can represent a given monetary amount in multiple ways by using either coins or notes
Week 8-9	**Addition:** Students can solve a range of real life addition problems, using a variety of strategies.	➔ I can explain and apply the connection between addition and subtraction ➔ I can solve addition problems, using a range of strategies and my growing understanding of the number system ➔ I can recall and use addition facts to 20 fluently ** Unless otherwise stated, all learning targets are with 2 two-digit numbers where the sum may exceed 100*

| Week 8-9 | **Subtraction:** Students can solve a range of real life subtraction problems, using a variety of strategies. | → I can explore the process of renaming when solving subtraction problems
→ I can explain and apply the connection between addition and subtraction
→ I can solve subtraction problems using a range of strategies
→ I can recall and use subtraction facts from 20
* Unless otherwise stated, all learning targets are subtracting a two-digit number from a three-digit number |

Term 4 Curriculum Overview: Reading

Year 3

	Essential Learning	Learning Targets

Week 1-10	**Comprehension:** I can use comprehension strategies to build literal and inferred meaning about events, ideas and information in a text.	➔ 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:
		    - 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 1-10	**Audience and Purpose:** I understand how content can be organised using different text structures depending on the purpose of the text.	➔ 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 **Analyse and evaluate texts:** ➔ 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 1-10	**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.	**Reading a Year 3 levelled text, I can:** ➔ 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 1-10	**Fluency :** I can read a range of Year 3 levelled texts aloud, with fluency and intonation	**Using a Year 3 levelled text, I can:** ➔ 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 4 Curriculum Overview: Writing

Year 3

	Essential Learning	Learning Targets
Week 1-10	**Conventions: Spelling** The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	➔ 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
Week 2,4	**Presentation** The physical appearance of the piece.	➔ I use joined letters that are accurately formed and of consistent size ➔ I use word processing programs with growing speed and efficiency ➔ I am developing quick finger action when typing ➔ I publish texts that feature combinations of print, visual and audio element
Week 8	**Word Choice** The specific vocabulary the writer uses to convey meaning and enlighten the reader	➔ 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 1-4	**Organisation** The internal structure of the piece – the thread of logic, the pattern of meaning.	➔ I am **beginning** to use well-structured paragraphs with topic sentences, to support my reader ➔ I am **beginning t**o 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 5-6	**Sentence Fluency** 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.	➔ I am **beginning** to intentionally use a variety of sentence structures to enhance my writing ➔ I am **beginning** to use a variety of sentence beginnings ➔ I am **beginning** to include complex sentences using conjunctions (eg: when, because) ➔ I am **beginning t**o use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations ➔ I can adapt the language features and patterns I encounter in literary texts to enhance my sentences
Week 2-7	**Conventions: Grammar & Punctuation** The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	➔ 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 ➔ 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.
Week 1,3,4	**Ideas** The piece's content – its central message and details that support that message	➔ 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