

# CURRICULUM LETTER

## YEAR 3 - TERM 3 2024

### WELCOME

Dear Parent/Caregiver,

We welcome you and your children back to school for Term 3, and hope you enjoyed some special family time over the break.

Below is an outline and guide of the planned curriculum coverage at school for this term. All Year 3 teachers have collaborated to ensure consistency across the year level.

This curriculum letter aims to outline the focus areas for the term and inform you of upcoming events. The most up to date information relating to school events can be found in the school's fortnightly newsletter or on Compass.

We look forward to a productive term and thank you for your support.

Kind regards,

Nicole Simons: [Nicole.Simons@education.wa.edu.au](mailto:Nicole.Simons@education.wa.edu.au)

Cat Deacon: [catherine.thurman@education.wa.edu.au](mailto:catherine.thurman@education.wa.edu.au)

Jess Rawson: [Jessica.Rawson@education.wa.edu.au](mailto:Jessica.Rawson@education.wa.edu.au)

Sandy Thornett: [Sandra.Thornett@education.wa.edu.au](mailto:Sandra.Thornett@education.wa.edu.au)

Toni Shane: [Toni.Raine@education.wa.edu.au](mailto:Toni.Raine@education.wa.edu.au)

### IMPORTANT DATES FOR YOUR DIARY

**Week 2**

Thursday 25 July – L2 Assembly

**Week 3****Week 4**

Thursday 8 August – M1 and M2 Assembly

**Week 5**

Science Week

**Week 6**

Friday 23 August - Athletics Carnival

**Week 7**

Tuesday 27 August – Book Week excursion to Subiaco Library

**Week 8****Week 9**

Thursday 12 September – RU OK? Day

**Week 10**

Wednesday 18 September – Open Night

Please also refer to the [Compass Calendar](#) for the latest up-to-date information.

## ENGLISH

### Reading:

- Different text types (Poetry and Information texts)
- Comprehension Strategies – predicting, monitoring comprehension using symbols to annotate texts, making inferences and making connections (prior knowledge, connections to self, texts and world)
- BDA Framework (before, during and after reading comprehension strategies)
- Explicit teaching of vocabulary
- Guided Reading Groups
- Literal and inferential questioning
- Responding to texts
- Reading of class novel to enhance comprehension skills
- Library every week (please remember to return books)

### Spelling:

#### SoundWaves:

- Investigating sound/letter relationships
- New units introduced each Monday
- Children can login at home to practice the weekly sound: [www.soundwaveskids.com.au/](http://www.soundwaveskids.com.au/)  
Access codes are:
  - M1: train210
  - M2: like998
  - L9: girl409
  - L1: bang892
  - L2: dear473

#### Language features and grammar explicitly taught in conjunction with spelling:

- Contractions (would + have = would've)
- Homophones (hear/hear)
- Antonyms (worse/better)
- Synonyms (end/finish)
- Irregular past tense (buy → bought)
- Plurals (when to add es instead of just s)
- Compound words (in + side = inside)
- Spelling choices (ck usually comes after a short vowel, whereas k usually follows long vowels)
- Prefix and suffix meanings
- Spelling rules (double the consonant after a short vowel before adding -ing and -ed)

### Writing:

- Structure and features of Information Reports and Poetry
- Sentence structure, sentence beginnings and editing skills
- Choosing appropriate and topic-specific vocabulary
- Creating texts with a five-part structure using paragraphs

### **Grammar/Punctuation (integrated approach across all learning areas):**

- Consolidating students' knowledge of sentence punctuation (capital letters and full stops) and applying more complex punctuation such as question marks, exclamation marks and speech marks
- Using conjunctions to link more than one idea in a sentence
- Using connectives to sequence information in written texts

### **MATHEMATICS**

- Number – multiplication, division, fractions
- Measurement – telling the time to the minute, 3D objects
- Problem solving strategies and word problems
- Maths Vocabulary
- Fluency games
- Proficiency strands – understanding, fluency, problem solving and reasoning
- Athletics

### **HASS**

The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (for example, rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef).

### **HEALTH & WELLBEING**

Healthy Lifestyles

- Actions in daily routines that promote health, safety and wellbeing, including healthy eating and physical activity.
- Choices and behaviours conveyed in health information and messages

### **DESIGN & TECHNOLOGY**

Food and Fibre Production

- Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them
- Properties of materials

## SCIENCE (Ms Linda Males)

In Year 3, students will develop and refine the following science skills:

- **Questioning and Predicting:** Formulating questions about the natural world and making predictions based on observations and prior knowledge.
- **Planning and Conducting:** Designing and conducting investigations to answer questions, using appropriate methods and tools.
- **Data Collection and Representing Ideas:** Collecting data through observation and measurement, and representing findings using various formats, such as charts, diagrams, and models.
- **Evaluating:** Analysing and evaluating data and information to draw conclusions, considering the reliability of the evidence and reflecting on the investigation process.

This term's science outcomes are as follows:

Living Things Can Be Grouped Based on Observable Features and Distinguished from Non-Living Things

- Students will classify living things by their observable features, recognising the diversity of life forms and learn to differentiate from non-living things,

## PHYSICAL EDUCATION (Mr Ashley Clancy & Mr Brendan Egan)

Our Physical Education curriculum for Term 3 is tailored to prepare students for the upcoming Athletics Carnivals. The sessions will place a strong emphasis on running, catching, throwing and jumping. These sessions are aimed at preparing students for a variety of events including the 75-metre sprint, relay races, 400m run, long jump, Vortex throw and various team games. The term will conclude in Basketball sessions that will further enhance students' agility and coordination.

## MUSIC (Mr Andrew Angel)

During Term 3, the students in Year 3 will:

- Develop **aural skills** by exploring pitch patterns that include 'doh', 'me', 'so' and 'la' notes. Listen attentively with understanding of pitch and rhythm while completing simple dictation games including pieces in 2, 3 and 4 time. Rhythmical note values will be extended to include 'tika tika'.
- **Compose** melodic phrases and perform them on xylophones.
- **Perform** short pieces as part of a group ensemble while sustaining an individual part. The pieces will include a simple accompaniment pattern such as a drone, melodic and rhythmical ostinato and simple melodic canons.
- Explore different kinds of string instruments while **listening** and responding to a variety of music. We will look at descriptive music while listening to 'Pictures at an Exhibition' by Mussorgsky.

## ART (Mrs Leith Elliott)

Year 3 Art is all about exploring Art from other cultures, styles, and symbols. This term students will:

- Explore links between Art and Science through the study of 'living things',
- Enhance artwork using the visual art elements of line, shape, colour, texture, tone/value, and space,
- Produce and present artwork that tells stories and/or communicates messages and ideas to an audience,
- Create artwork reflecting different cultures and styles,
- Learn and use visual art terminology when reflecting on artwork they view and make,
- Produce and present artwork that communicates messages and ideas to an audience,
- Finish creating a collaborative class artwork to be auctioned as part of the Subiaco Art Auction.

## FRENCH (Madame Brandenburg)

This term's theme: *Voici mon partenaire*. This unit focuses on exchanging personal information with others and describing people in the third person.

- Learn and translate numbers 51-70.
- Learning clothing and using this to describe what one is wearing.
- Describing key physical features; eyes and hair.

## HOMEWORK

- A copy of our Homework Policy is available online
- Reading – every night
- Mathematics and Times Table practice
- Spelling – SoundWaves Online

## SEESAW – SHOWCASING STUDENT WORK

Over the term, students will be sharing some examples of their work showcasing what they have been doing in class via the Seesaw app. They may share an image of draft or a piece of written work, a photo of a maths problem that they solved, a quick update on a project that they are working on in a group, or something else that they choose that they are proud of and want to share. The following suggestions are questions you can use to form a conversation with your child as they share throughout the term.

- Tell me about the piece of work you have chosen.
- Talk me through what you were doing in class.
- Why is this your favourite piece of work for this week?
- Who was in your group when you were working on this?
- What was the most challenging part about this task?
- Which part of this are you most proud of?

## COMPASS

To avoid missing out on important information and permission forms, we urge ALL parents to access Compass through <https://subiacops-wa.compass.education/> or the link on the Subiaco Primary School website under 'Quicklinks', or by downloading the 'Compass School Manager' app from the App Store or Play Store. Compass will allow you to:

- Access information regarding upcoming events and news
- Enter upcoming or past absences for your child
- Consent and pay for upcoming excursions
- Access School Reports
- Book your Parent/Teacher conferences
- Update your registered email and mobile number

## SCHOOL TV - PARENT RESOURCE

School TV is an online resource that is available to our parents and publishes 10 editions per year. Current topics now on the website address issues that are relevant for children both in primary and secondary school settings including series on Mental Health, Cybersafety, School Survival, Healthy Body, Positive Parenting & Special Reports. Thank you to our P&C association for supporting this initiative and paying for the yearly subscription. To scan through what is available online visit <https://subiacops.wa.schooltv.me/>