

CURRICULUM LETTER

YEAR 3 - TERM 2, 2025

WELCOME

Dear Parents and Caregivers,

Welcome back to school for Term 2. We look forward to a busy term working with you and your child, with many exciting events and challenges.

Our aim is to continue to provide a safe learning environment for your children, where they feel supported to take risks and solve problems with enthusiasm. We would like to encourage all children to incorporate the skills and strategies taught in our 'Bounce Back' program to challenge adversity in a positive way. We will continue to foster the development of positive relationships with others. We believe if children are happy and want to come to school, then learning will be so much easier. Parent involvement, understanding and communication are essential to the learning process.

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

Kind regards,

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ENGLISH

Reading

- Persuasive texts
- Picture books and viewing – understanding visual communication systems
- Different text types (informative and imaginative 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 a 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 area able to login at home to practice the weekly sound: www.soundwaveskids.com.au/

Language features and grammar are 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 persuasive and imaginative texts
- 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

- Focus areas: addition and subtraction, measurement (using millimetres, centimetres, metres, grams, kilograms, millilitres and litres), multiplication fluency, 2D shapes and 3D objects (names and attributes), angles
- Maths Vocabulary
- Fluency games
- Proficiency strands – understanding, fluency, problem solving and reasoning
- Athletics

HASS

History

- The historical origins and significance of the days and weeks celebrated or commemorated in Australia and places around the world.
- How aspects of everyday life (education, places, daily life, entertainment) have changed or have been kept the same over time.

HEALTH & WELLBEING

The *Bounce Back Program* is a whole school approach to promote positive mental health, wellbeing and resilience for our students, and to build a safe and supportive classroom and school learning environment. Bounce Back: B- bad times don't last, O- other people can help, U- unhelpful thinking makes you feel more upset, N- nobody is perfect, C- concentrate on the positives, E- everyone experiences sadness, B- blame fairly, A- accept what can't be changed, C- catastrophizing exaggerates your worries, K- keep things in perspective.

This term we will be focusing on Core Values, Social Values and People Bouncing Back.

DIGITAL TECHNOLOGIES

In Year 3, students explore digital systems in terms of their components, and peripheral devices. They collect and present data, developing an understanding of the characteristics of data and their representation. They learn to develop their design skills by following prepared algorithms to describe branching (choice of options). Students experiment with appropriate software. Students continue to develop an understanding of communicating ideas and information safely when using digital technologies.

SCIENCE (Mrs Linda Males)

Heat

- **Outcomes:** Students will learn that heat can be produced in various ways and can move from one object to another.
- **Science Skills (Year 3-4):** With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment. Consider the elements of fair tests and use formal measurements and digital technologies as appropriate to make and record observations accurately.

PHYSICAL EDUCATION (Mr Ashley Clancy/Mr Brendan Egan)

This term in physical education lessons, students will take part in a variety of activities which will continue to develop and strengthen their age level fundamental movement skills. The students will also learn to follow the rules of specific games and to play fairly in physical activities. Our focus sports for this term will be Soccer, then we will move onto various mini games and T-Ball. Students will also be participating in Cross Country. With the Faction Cross Country happening Week 4, Friday 23rd May.

As always, we encourage students to remember to apply sunscreen before school, remember their water bottle and wear suitable footwear for sport's activities.

MUSIC (Mr Frank Cianfagna/Miss Jess Johns Putra)

During Term 2, students in Year 3 will:

- Develop aural skills by recognising rhythmical note patterns and pitch identification.
- Compose and play simple 4 bar melodic phrases and perform them with different accompaniment patterns.
- Perform on classroom instruments as a class and in small groups ensemble.
- Explore a variety of musical elements while listening and responding to a variety of music.

ART (Mrs Leith Elliott/Ms Rachael Robertson)

Year 3 Art is all about exploring Art with differing styles. This term students will:

- Complete artworks based on the theme of reptiles and nature
- Draw inspiration from still life artists and create a floral still life artwork using an array of techniques
- Enhance artwork using the visual art elements of line, shape, colour and texture while creating patterns and form
- Produce and present artwork that 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

FRENCH (Madame Mel Brandenburg)

Theme: Moi héros - students learn to share information about themselves

This unit focuses on greetings and sharing basic personal information using the first and informal second person.

- Increasing their knowledge of numbers to 50, using colours and adjectives to describe self and others as well as expressing their preferences.

HOMEWORK

- A copy of our Homework Policy is available online
- Reading – children are encouraged to read every night for at least 15 minutes. This will vary depending on their ability; it can either be orally/together with an adult or silently/independently if they are more confident.
- Athletics and Times Table practice
- Spelling – SoundWaves Online
- Speaking and Listening – preparing presentations throughout the year

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.

DIGITAL USERS AT SUBIACO PRIMARY SCHOOL

Safe and ethical digital use is a priority at Subiaco Primary School. Daily, we show our students how to utilise technology in a safe and ethical way. Parent partnership in this journey is crucial. Online safety advice for parents from e-Safety Commission can be found here https://www.esafety.gov.au/sites/default/files/2020-04/aus-global-parent-online-safety-advice_1.pdf

The Telethon Institute have developed Beacon – a cyber-safety educational app to keep parents up to date with trusted information to keep kids safe online <https://beacon.telethonkids.org.au/>

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:

- Monitor your child's attendance, and enter an explanation for absence or lateness
- Communicate with your child's teachers, and update your family contact details
- View school and class news feeds
- View the school calendar and school documentation
- Download and view your child's academic reports
- Book Parent-Teacher conferences
- Provide consent and payment for excursions ('Events')
- Pay contribution and other activity charges ('Course Confirmation/Payments')