

Term 1, Weeks 3-6

	Reading	Writing	Spelling	Maths
Week 3 12 - 16th Feb	<p>Fiction and non-fiction texts</p> <p>To notice and understand the characteristics, similarities, and differences of fiction and non-fiction texts.</p> <p><i>E.g. non-fiction texts have facts and information, fiction texts are based on fantasy/stories and are not real.</i></p>	<p>Persuasive structure; Grammar - nouns, verbs, adjectives</p> <p>To understand the features and structure of a persuasive text. To identify nouns, verbs, and adjectives and use them in sentences.</p> <p><i>E.g. paragraph structure, introduction, arguments, conclusion. E.g. nouns are things, verbs are 'doing words', adjectives are describing words.</i></p>	<p>Play is the Way focus</p> <p><i>E.g. brave, sensible, participate.</i></p>	<p>Place Value</p> <p>To understand and show numbers up to at least 10 000.</p> <p><i>E.g. which number is larger: 5, 775 or 7, 557? How do you know?</i></p>
Week 4 19th - 23rd Feb	<p>Author's purpose</p> <p>To identify the author's purpose for writing a story or text, using text evidence to support ideas.</p> <p><i>E.g. personal experience with an event, purpose for telling a story (such as 'to entertain')</i></p>	<p>Persuasive devices; Grammar - sentence structure</p> <p>To understand the features of a persuasive text. To understand that sentences follow a set structure and can vary in length.</p> <p><i>E.g. paragraph structure, introduction, arguments, and conclusion. E.g. simple and complex sentences; sentences need to have a verb and a noun.</i></p>	<p>/a/ as in baby</p> <p><i>E.g. lazy, waste, radio.</i></p>	<p>Addition and Subtraction</p> <p>To add and subtract whole numbers. To partition and trade numbers when adding or subtracting.</p> <p><i>E.g. $16 + 24 = ?$ $33 + 17 = ?$</i></p>
Week 5 26th - 1st March	<p>Targeted comprehension strategies</p> <p>To make inferences about your reading. To identify emotions that the characters might be feeling.</p> <p><i>E.g. The character shouted and slammed the door. How are they feeling? What evidence is there to support your thinking?</i></p>	<p>Narrative structure; Grammar - punctuation</p> <p>To understand the features and structure of a narrative text. To accurately use simple punctuation.</p> <p><i>E.g. paragraph structure, introduction, descriptive paragraphs, conclusion. E.g. Identifying and applying boundary punctuation. using question marks and exclamation marks to enhance writing.</i></p>	<p>/c/ as in city</p> <p><i>E.g. cent, centre, bicycle.</i></p>	<p>Fractions</p> <p>To model and represent fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, and use them to count to whole numbers.</p> <p><i>E.g. $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or 1</i></p>
Week 6 4th - 8th March	<p>Targeted comprehension strategies</p> <p>To make inferences from images.</p> <p><i>E.g. The picture shows the main character crying and a broken toy on the floor. What has happened? Why do you think that?</i></p>	<p>Narrative structure; Grammar - tenses, uplevelling word choices</p> <p>To understand the features and structure of a narrative text. To accurately use simple punctuation.</p> <p><i>E.g. paragraph structure, introduction, descriptive paragraphs, conclusion. E.g. Identifying and applying boundary punctuation. Using question marks and exclamation marks to enhance writing.</i></p>	<p>/y/ as in pony</p> <p><i>E.g. happy, angry, family.</i></p>	<p>Length and Area</p> <p>To compare lengths using cm and m. To calculate the perimeter and area of squares and rectangles.</p> <p><i>E.g. measuring the length of items and comparing them against each other. Using a ruler to accurately measure the perimeter of a shape.</i></p>

Overview of Learning for our Year 3 Specialist Classes

Term 1, Weeks 3-6

STEM	Cultural Studies	Music	PE	Art
<p>After revisiting the expectations of STEM and being introduced to changes in the lab, Year 3 students will be looking at the names and locations of the major organs that are in the human body.</p> <p>Students will follow instructions to conduct investigations and make predictions based on prior knowledge.</p>	<p>This term, Year 3 students will participate in Cultural Studies. They will explore the value of diversity and being open to new experiences.</p> <p>Students will learn about celebrations around the world, utilising technology, cooking and poetry to support their learning. They will gain an understanding of celebrations including Chinese/Lunar New Year, Carnival and Hanami.</p>	<p>Year 3 students will be revising the rules and expectations of the music room to enhance their ability to participate and cooperate in Performing Arts activities.</p> <p>Year 3 students will begin keyboard lessons. This will involve students learning how to use the black keys to recognise any note on the keyboard and which fingers to use to play some basic chords. Students will learn and rehearse the "Chicken Dance" as part of the "Start Right" program.</p>	<p>Year 3 students will be revising the rules and expectations of physical education to enhance their ability to participate and cooperate in partner and group activities.</p> <p>Year 3 students will be beginning a unit on the major sport of Basketball. They will be focussing on the main skills in the sport including dribbling, passing and shooting.</p>	<p>This term, Year 3 students will continue to practise positive behaviours in the Art room, adhering to the rules and expectations.</p> <p>Students will explore drawing techniques, using different grips and pressure as they use pencils and pastels to create artworks, being inspired by different artists and cultures.</p>