# Overview of Learning for Year 3

## Term 2, Weeks 1-5

| | Reading | Writing | Spelling | Maths |
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| **Week 1**<br>*24-28 April* | **Fiction**<br>To understand that there are different types of fiction texts and that they have different characteristics.<br>*E.g. fantasy has characters who are often talking animals* | **Investigating the meaning of words**<br>To use different words that have the same or similar meaning in our writing.<br>*E.g. Trash in America and rubbish in Australia* | **/aw/** as in saw<br>*E.g. claw, straw and draw* | **Location and transformation**<br>To identify symmetry in the environment and perform slides, flips and turns of shapes.<br>*E.g. butterflies are symmetrical because they have the same pattern on both wings. Performing ¼ and ½ turns with shapes.* |
| **Week 2**<br>*1-5 May* | **Nonfiction**<br>To understand that there are different types of nonfiction genres<br>*E.g. information reports and biographies.* | **Information reports**<br>To correctly structure an information report.<br>*E.g. classification, appearance, diet, habitat etc.* | **/c/** as in city<br>*E.g. cent, circus and recycle.* | **Multiplication**<br>To solve simple multiplication problems using arrays.<br>*E.g. 3x4 can be shown as 3 groups of 4.*<br>xxx<br>xxx<br>xxx<br>xxx |
| **Week 3**<br>*8-12 May* | **Information texts**<br>To notice and understand the characteristics of informational books<br>*E.g. informational texts have subheadings and contents pages* | **Information reports**<br>To use descriptive word choices to add detail about our chosen topic.<br>*E.g. enormous, delicate* | **Pink spelling rule**<br>When a word ends in the graph 'y' change the y to i and add any suffix except /ing/<br>*E.g happy-happiest*<br>*puppy-puppies*<br>*funny-funnier* | **Multiplication**<br>To solve simple multiplication problems using arrays.<br>*E.g. 3x4 can be shown as 3 groups of 4,*<br>xxx<br>xxx<br>xxx<br>xxx |
| **Week 4**<br>*15-19 May* | **Nonfiction**<br>To identify how an author has organised a text to make it easy to read.<br>*Eg authors include labelled diagrams to help readers understand written information.* | **Information reports -Animal mashups**<br>To create an informative piece about a fictional animal.<br>*E.g. A shorse is a combination of a shark and a horse.* | **/y/** as in mystery<br>*E.g. pyramid, gym and symbol.* | **Chance**<br>To participate in chance experiments and identify variations in results.<br>*E.g. Tossing a coin and noticing when it lands on heads or tails.* |
| **Week 5**<br>*22-26 May* | **Fiction**<br>Thinking about different settings in fiction books.<br>*E.g. The setting of a book can be a forest, far away place or somewhere in the future/past.* | **Narrative**<br>To use character dialogue to portray their emotions in our writing.<br>*E.g. " I am scared", cried Sam.* | **a_e** as in tape<br>*E.g. grape, flake, snake.* | **Number patterns**<br>Describe, continue and create number patterns that involve addition and subtraction.<br>*E.g. 5, 10, 15, ____, 25, 30, ____*<br>*22, 20, ____, 16, 14, ____* |

## Overview of Learning for Year 3 for our Specialist Classes
**Term 2, Weeks 1-5**

| STEM | French | Music | PE | Art |
|---|---|---|---|---|
| Students will learn about the **characteristics of living and non-living** things and practice categorising these things according to specific criteria. They will develop their skills in **making scientific observations** and recording these using words, drawings and photographs. | Students will revise basic **colours** in French.<br><br>Students will learn to recognise when somebody is talking about the **weather** and **respond to simple questions**.<br><br>Students will learn to recognise when somebody is asking a question in French. | On the **keyboard** students will be practising **C, F, Am & G** chords and will use these chords to play along **in time** with backing tracks. | **AFL Clinics** run by AFL Victoria - focussing on the main skills of the game including **kicking, marking and handballing**.<br><br>Students will complete a unit focussing on the main skills (**passing, dribbling and shooting**) of the major sport of **basketball**. | Year 3 students will be exploring **3D arts through construction**. Students will experiment with **different materials** such as paper, card and recyclable materials to create 3D art.<br><br>Students will also work with other materials such as **plasticine and clay**, creating art from slabs and forming 3D objects. |