## Regency Park Primary School

[EVERY CHILD-EVERY OPPORTUNITY
Overview of Learning for Year 3
Term 4, Weeks 6-11

|  | Reading | Writing | Spelling | Maths |
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| $\begin{gathered} \hline \text { Week } \\ \mathbf{6} \\ 6-10 \\ \text { Nov } \end{gathered}$ | Author's message <br> To describe what the author wanted us to learn from a text. <br> E.g. The author's message of 'The Little Red Riding Hood' is to not talk to strangers. | Joined Handwriting <br> To practise cursive letters and joined handwriting. E.g. top and bottom joins strokes, diagonal strokes and top joins. | Plurals ending in ' $f$ ' or 'fe' <br> E.g. leaf, leaves, knife, knives. | Place Value <br> To break numbers into their place value components. <br> E.g. $12,375=10,000+2,000+300+70+$ 5. |
| $\begin{gathered} \text { Week } \\ \mathbf{7} \\ 13-17 \\ \text { Nov } \end{gathered}$ | Making connections <br> To make text to text, text to self and text to world connections. <br> E.g. The text we read today reminds me of 'Pig the Pug' because both characters don't want to share their toys. | Transactional Writing <br> To write a letter that follows correct structure and allows for a response. <br> E.g. Letter to future self/friend or family member asking questions. | Plurals ending in ' 0 ' E.g. potato, potatoes, hero, heroes. | Odd and even numbers <br> To investigate the result of adding, subtracting, multiplying and dividing odd and even numbers. E.g. even + even $=$ even. |
| $\begin{gathered} \hline \text { Week } \\ \mathbf{8} \\ 20-24 \\ \text { Nov } \end{gathered}$ | Changes in texts <br> To identify the ways in which texts/stories have changed over time. <br> E.g. Comparing different versions of 'The Little Red Riding Hood'. | Short Story Digital Texts <br> To create a short story using ICT. <br> E.g. A short narrative typed up using Microsoft Word. | Words ending in the suffix 'ful' E.g. cheerful, helpful, delightful. | Money <br> To calculate change to the nearest 5 c value. $\text { E.g. } \$ 10-\$ 5.45=\$ 5.55$ |
| Week 9 27-1 Nov/D ec | Visual texts <br> To notice how framing and visual point of view impact me as a view of short films. E.g. Noticing how a close up shot of a character's face allows you to understand how they are feeling. | Advertisements <br> To write engaging advertisement scripts to sell a product. <br> E.g. Using persuasive language, modality language and emotive language students write a script that will capture people's attention. | Word ending in the suffix 'less' <br> E.g. careless, flavourless, fruitless. | Potato Olympics - Length <br> To measure the distance that our potatoes can travel. <br> E.g. Measuring the distance that potato athletes can roll in metres and centimetres. |
| $\begin{gathered} \hline \text { Week } \\ 10 \\ 4-8 \\ \text { Dec } \end{gathered}$ | Author study <br> To notice similarities and differences in a range of texts by the same author. <br> E.g. Noticing the same characters are used in some Matt Cosgrove texts like Macca the Alpaca and Alpacas with maracas. | Recount Writing <br> To write a recount about a recent event. E.g. Grade 3 end of year excursion stating the experience in time order. | Word beginning with the prefix 'inter' E.g. internet, interruption, intermediate. | Mapping <br> To create a map and give directions to locate places on the map. E.g. using grid references and a compass to give directions from one place to another. |
| Week 11 <br> 11-15 Dece mber | Author study <br> To notice similarities and differences in a range of texts by the same author. <br> E.g. Noticing the same characters are used in some Matt Cosgrove texts like Macca the Alpaca and Alpacas with maracas. | Newspaper Articles <br> To write a Christmas themed newspaper article. E.g. Letter to Santa. | BOB Week <br> Personal words week. | Symmetry <br> To create symmetrical images. E.g. Identifying objects that are symmetrical and creating your own symmetrical drawings. |

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## Overview of Learning for our Year 3 Specialist Classes

Term 4, Weeks 6-11

| STEM | French | Music | PE | Art |
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| Year 3 students will continue developing their knowledge about the properties of liquids and solids and the effect that temperature has on them (heating and cooling). They will enhance their ability to produce scientific reports, both with the iPads and handwritten in their STEM workbooks. | Students will start to learn how to answer some simple questions about the play 'La Poule Maboule'. Students will also start to read the play in small groups. | Grade 3 students will continue with their keyboard lessons playing songs that contain different 4 chord progressions. Students will reinforce their proficiency in using the appropriate fingers to accurately form chords and smoothly transition between these chords. <br> Students will also learn and rehearse the lyrics and movements for their Community Night Christmas Song. | Year 3 students will be revising the main sports covered in semester 2 including cricket, volleyball as well as some minor games. <br> In these lessons, students will work in pairs, small groups and teams and will be encouraged to demonstrate cooperation, teamwork, and good sportsmanship. | Year 3 students will be comparing artworks from different artists, practising learnt art terms, and revising their knowledge of art elements such as line, shapes and colours. Students will also be making comments on the use of space in artworks as well as the balance created between visual points of interests. Students will then create alternate cover art for well-known children's stories. |

