

YEAR 3 TERM 1 OVERVIEW OF LEARNING

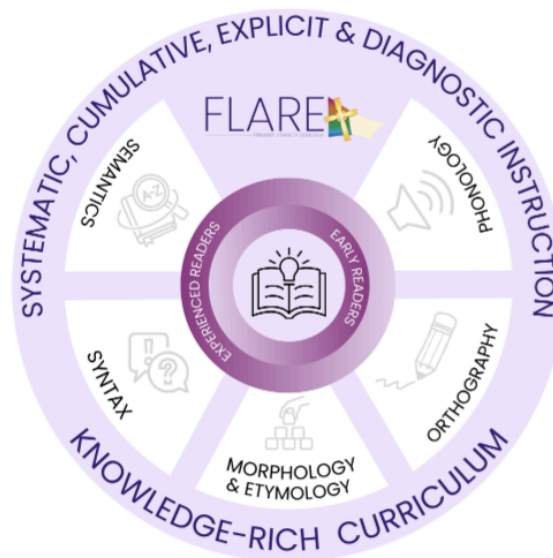
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OUR LITERACY APPROACH

Structured Literacy is an evidence-based approach to teaching reading and writing that is highly effective for all students. It focuses on breaking down the complex tasks of reading and writing into clear, step-by-step skills.

This method is **systematic**, meaning it follows a clear order; **cumulative**, meaning each new lesson builds on the last; **explicit**, meaning the teacher directly teaches each skill; and **diagnostic**, meaning the teacher monitors student progress and adjusts instruction as needed.

Structured Literacy is based on long-term, international research into how the brain learns to read and write. It is especially helpful for children with dyslexia and other barriers to learning, but it benefits all learners. This approach ensures that every child learns the key building blocks of reading and writing in the most efficient and effective way.



Structured Literacy instruction is based firmly within a 'Knowledge-Rich Curriculum'. This means that as well as teaching children the technicalities of how the English language works, we also incorporate reading and writing with knowledge of the world. Science, History, Geography and other key subject areas are taught as part of Literacy instruction so that children have all the tools and information they need to understand, respond to and write all sorts of different texts.

Our school is currently part of an intensive and strategic change process, being led by the Flare Primary Literacy team at Catholic Education Ballarat and LaTrobe University. This process will ensure that all our educators have the skills, knowledge and support they need to teach Literacy in a way that works for all children.

Please feel free to speak to your child's teacher or to our Literacy Leader to find out more.

The Elements of Structured Literacy

Phonology	The study of sounds in language. Phonology focuses on recognizing and manipulating sounds (phonemes) in words.
Orthography	The study of the alphabetic code , spelling patterns and how letters correspond to sounds.
Morphology & Etymology	The study of word parts , such as prefixes (beginning parts), suffixes (ending parts), and roots (core meaning). Understanding the history of words and why they are constructed in certain ways.
Syntax	The study of sentence structure —how words are put together to form sentences that make sense.
Semantics	The study of meaning in language. It focuses on understanding the meanings of words, sentences and texts.

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LITERACY - Through our participation in the FLARE Project, our Structured Literacy block follows a distinct sequence.

Handwriting & Keyboarding

Students will: use diagonal joins, use no joins after the letters g, j, y and z, write or type a few words, type spaces between words.

Language Conventions

- Spelling: SpellEx Program
- Vocabulary:

HIGH FREQUENCY WORDS

which, through, walking, before, lunch, right, knew, soon, wasn't, everything, hair, each, screamed, whole, hour, buy, can't, head, parents, scary

CORE VOCABULARY (Content Specific)

Achieve, affect, effect, alter, appearance, basic, capable, combine, comment, consequence

- Morphology & Etymology

Students will apply knowledge of common base words, prefixes, suffixes and apply comprehension to new words. They will learn the prefix "in".

Fluency

The fluency portion of the Literacy Block is used to rehearse the skills developed in Handwriting and Language Conventions with the aim of improving speed, accuracy and confidence in Reading & Writing.

Reading to Learn

Students will identify the purpose, audience and main idea of different types of texts, through the use of language features and/or images. They will use connecting, summarising, questioning and language features to understand and analyse texts. Students will discuss how authors create mood through language, illustrations, setting and plot.

Writing to Learn

Students will create narrative, informative and persuasive texts with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary. Students will plan their writing and revise and edit texts for meaning, appropriate structure, grammatical choices and punctuation.

NUMERACY

Counting & Place Value

Students will develop an understanding of place value up to 1000, using tools like multi-base blocks and real-life examples to break down and recognise numbers. They will learn to expand, rename, round, compare, and order numbers, explore odd and even number patterns, and money transactions.

Fractions

Students will recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways. Make models of common fractions by portioning areas, lengths and collections. Use activities in measurement and geometry to help consolidate understanding.

Money

Students will recognise the relationships between dollars and cents and represent money values in different ways. Use physical or virtual materials to make different combinations of the same amount of money and order money values.

Time

Students will describe the relationship between the hours and minutes on analog and digital clocks and read the time to the nearest minute. Build this into daily discussions and use the classroom clock throughout the day. Students will interpret and create timetables and calendars relevant to the classroom and familiar school and local community events.

Capacity

Students will measure and compare objects using metric units of capacity.

Statistics

Students will collect, represent and interpret categorical and numerical data.

Shape

Students will make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses.

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HUMANITIES - HISTORY

Inquiry Question: How and why do people remember the past?

Students explore the historical features and diversity of their community as represented by symbols and emblems of significance and the different celebrations and commemorations held in Australia. They will investigate the origins of our state and national emblems and flags and also conduct an inquiry process on a significant Australian celebration or commemoration, for example, Anzac Day, Australia Day or Sorry Day.

SCIENCE

Inquiry Question: What occurs as a result of the interaction between the Sun, Earth and the Moon?

Students will enquire into the Earth's relationship with the Sun, and how the Sun, Earth and Moon interact. They will learn that the rotation of the Earth on its axis causes regular changes, including night and day, and the pattern of the seasons.

RELIGIOUS EDUCATION

Growth

Students will describe a Christian understanding of 'sacred'.

Students will suggest how the season of Lent might help Catholic Christians to 'grow' spiritually.

Students will retell a passage from the Bible and can interpret how this passage helps Christians believe in the sacredness of life.

Students will outline some features of the sacrament of Penance and can explain how it reflects God's love.

Students will describe the connection between prayer, reconciliation and the experience of God's unconditional love.

SOCIAL EMOTIONAL LEARNING

School Wide Positive Behaviour Matrix

Students will learn to demonstrate positive behaviors, follow school expectations, and contribute to a safe and respectful school environment.

The Resilience Project

Students will learn to manage challenges, cope with stress, and build emotional strength. They will develop skills in problem-solving, positive thinking, and teamwork to help them overcome setbacks and thrive.

Fullness of Life: Relationships & Friendships

Students will learn to identify responsibilities and rights of living in community and able to dialogue with a differing point of view. They will investigate topics of being friends and supporting others and standing up for myself and others.

VISUAL ARTS

Van Gough Starry Night

DIGITAL TECHNOLOGIES (MRS GEORGINA WHITEHOUSE)

Students will learn the skills to use a Chromebook and online applications independently and safely. Students will be successful when they can listen to and follow instructions. Students will demonstrate Chromebook skills and follow classroom and e-rules. They will learn basic skills for 'Scratch'.

PHYSICAL EDUCATION (MR JACOB BURFORD)

Students will practice and refine fundamental movement skills in different movement situations in indoor and outdoor settings. Students will work towards developing the correct techniques for bowling and batting in Cricket as well as begin to practise for the upcoming school Cross Country.

PERFORMING ARTS (MR COREY BARBARY)

Students will be learning to listen to and echo simple melodic and rhythmic patterns (ostinatos) and use a variety of tuned and untuned percussion to play these patterns together in small and large groups settings.

ITALIAN (SIGNORA LISA CIRILLO & SIGNORA PRIESTLY)

Students will learn about the Italian language, in particular: courtesies, classroom language, the numbers 1-100, colours and celebrations of Carnevale & Easter.

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Spelling glossary

Phonemes

These are the small **sounds** we hear in a word. For example, there are three phonemes in 'cat': /c/ /a/ /t/ and there are four phonemes in 'child': /ch/ /ɪ/ /l/ /d/.

Note: If a letter is in forward slashes (/c/) we are referring to the sound that the letter makes, **not** the name of the letter.

Graphemes

These are the **letters** we use to write down the sounds (phonemes) in words (e.g., the letters 'c' 'a' 't' are the graphemes in 'cat'). The letters 'ch' 'i' 'm' 'p' are the graphemes for 'chimp'. A grapheme can be one, two, three or even four letters (e.g., 's', 'sh', 'igh', 'ough').

Digraph and trigraph

A digraph is a type of grapheme that has two letters, e.g., 'ch' (as in 'chat'), and 'ee' (as in 'tree'). **Two** letters are making **one** sound.

A trigraph is a type of grapheme that has three letters, e.g., 'igh' (as in bright). **Three** letters are making **one** sound.

Vowels

All words *must* have a **vowel** sound spelled with a vowel letter or letters. The vowel letters are 'a', 'e', 'i', 'o', 'u' and sometimes 'y' (e.g., gym, deny).

Consonants

These are all the other letters of the alphabet that are **not** vowels.

Syllables

These are the beats in a word. When we spell, every syllable must have one or more vowel letters to represent the vowel sounds. For example, there are two syllables in 'dentist': den/ tɪst. There are three syllables in 'fantastic': fan/ tas/ tɪc.

Base

This is the main part of a word. For example, 'lock' is the base in the word 'locked'.

Prefix

This is a letter or letters added to the beginning of a base. For example, 'un' is the prefix in 'unlock'.

Suffix

This is a letter or letters added to the end of a base. For example, 'ed' is the suffix in 'unlocked'.

Homophones

These are words that have different meanings but sound the same and have a different spelling (e.g., 'write' and 'right'; 'sun' and 'son').