



Learning Outline for Parents 2026

Term 2 - ORGANISE

This document is designed to provide clear and consistent information about the learning planned for your child's class for the coming term. It allows parents and carers to stay informed, support learning at home, and engage in meaningful conversations with their child about what they are learning at school.

By sharing this outline, we strengthen our collaborative approach between home and school, ensuring learning is connected, purposeful, and consistent across the school. This approach aligns with the Quality Teaching Strategy – *Teaching for Impact*, supporting high-quality teaching and improved learning outcomes for all students. For more information on Homework please check our website.

Year 3

English

Reading and Viewing

Reading Skills:

- Predicting
- Summarising
- Making connections
- Inferences
- Asking questions
- Visualising

Lexile Reading

Lexile tests take place in Weeks 2-3 each term. This will determine students' reading levels, and influence which reading groups they will be put into. This program aims to develop comprehension skills and links with the strategies being taught in class.

Writing

This term, students will participate in our Talk for Writing program, focusing on persuasive and procedure texts. Students will begin with a Cold Task to assess their current writing skills. Throughout the unit, they will learn how to write to persuade by sharing opinions and giving reasons, and how to write clear procedures by organising steps in order using simple, clear language. Students will imitate model texts, rehearse ideas orally, and apply these skills in their own writing. The unit will conclude with an independent task to demonstrate their growth in both persuasive and procedure writing.

Grammar

- Join simple sentences using a coordinating conjunction (focus on *but, so, or, and*) (separated by a comma before the conjunction)
- Complete sentence stems starting with a subordinate conjunction (e.g. *before, after, if, when, although, even though, since, whenever*) to form a complex sentence.
- Combine 2-3 short, declarative sentences using a personal pronoun (cohesive device) and conjunctions.
- Identify nouns in sentences and match nouns/noun phrases
- Given an noun, write a sentence using the noun
- Given a subject (noun or noun phrase), write a sentence using an appositive
- Use apostrophes for word contractions and singular possessive.

Word Work Spelling program focus:

Phonological

- Long u sound
- R influenced vowels
- Schwa sound

Morphemic

- Compound words
- Possessive apostrophe
- Plural patterns: y to ies
- Plural pattern: f to yes

Visual

- Homophones
- Homographs
- Silent letters
- Word family: ey

Etymological

- Mangi
- Lev
- Temp
- Audi

Speaking and Listening

- Group activities

Mathematics

Number and Algebra

- Subtraction: Across 0s with Concrete Materials
- Subtraction: Regrouping by Drawing
- Subtraction Algorithm with Regrouping
- Addition and Subtraction Fact Families
- Addition Equation Unknowns
- Subtraction Equation Unknowns
- Addition: Jump Strategy
- Subtraction: Jump Strategy
- Addition and Subtraction Word Problem
- Representing Fractions of Collections
- Representing Fractions of Shapes
- Naming and Writing Fraction
- Addition and Subtraction: Partitioning
- Addition and Subtraction: Mental Partitioning
- Addition: Compensation
- Subtraction: Constant Difference
- Writing Addition and Subtraction Problems

Measurement and Geometry

- Ruler Use
- Tape Measure Use
- Comparing and Ordering Lengths

Statistics and Probability

- Collecting Data in a Table
- Creating 1-to-2 Picture Graphs
- Interpreting 1-to-2 Picture Graphs

HASS

History

- One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (
- The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems.

- The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan).

Visual Arts

Development of artistic processes and techniques to explore visual conventions through:

- Line (shows an edge line to indicate emotion: lines of various weights)
- Colour (monochromatic – all the colour of a single hue; colour of varying intensity).

Technologies

Digital Technologies

- Use simple visual programming environments that include a sequence of steps (algorithm) involving decisions made by the user (branching)
- Peripherals (input and output devices)

Health

Students are learning to understand emotions and relationships, develop social skills and empathy, make safe and respectful choices, and build positive connections with others

- What is Friendship?
- Understanding Feelings
- Showing Empathy
- Respectful Communication
- Solving Small Problems
- Being an Upstander
- Building a Positive Classroom

Specialist Subjects

Science

At East Victoria Park Primary School (EVPPS) we run a hands-on inquiry-based learning program in Science. Students have the opportunity to explore concepts taught through investigations and various manipulatives. In Term 2 we cover Biological Sciences. Students will learn that living things can be distinguished from non-living and once-living things, and grouped by their characteristics.

Music

- Identify and write Year 3 rhythms
- Changing tempo (speed)
- Duple (2 beat), Triple (3 beat) and quadruple (4 beat) time signatures
- C chord on the Ukulele.
- Improvise, sing and play simple 4 note songs on xylophones, chimes and glockenspiels.
- NAIDOC Week and Reconciliation Week whole school songs

Physical Education

Students will be focusing on fitness and modified sports and games. Towards the latter part of Term 2 we will have a focus on Cross Country in preparation for the carnival. We will also be focusing on consolidating Fundamental Movement Skills as learnt in Term 1.

In summary:

- Running, skipping, hopping, bounding and other activities to improve footwork
- Improving aerobic fitness
- Netball: Throwing, catching, passing and basic strategies and tactics
- Yoga: balance and core strength
- Improving interpersonal and self-management skills

Japanese

Students will be covering body parts, family members, days of the week and months of the year, while using them in various activities.

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