



Learning Outline for Parents 2026

Term 3 - RESPECT

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

Comprehension strategies (also called super six strategies)

Predicting

Visualising

Inferring

Summarising

Questioning

Making connections

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, with a focus on information writing. Students will begin with a Cold Task, which allows teachers to assess their current writing skills and identify areas for growth. Throughout the unit, students will learn how to write informative texts by researching topics, organising facts into clear sections, and using subject-specific vocabulary to explain ideas accurately. They will explore the features of information texts, including headings, subheadings, labelled diagrams, and factual language, to help present information clearly and effectively.

Grammar

- Identify and define proper and common nouns
- Identify and define
- Combine two-short declarative sentences (compound subject)
- Combine two-short declarative sentences (compound predicate)
- Identify and define adverbs. Match to common verbs
- Expand simple sentences (who/what? where? how?) with an adverb (to describe a verb).
- Identify 4 sentence types: statements, questions, commands, exclamations

Word Work Spelling program focus:

Phonological

/oy/

/oo/

Soft g sound

F sound

Morphemic:

Suffixes -er, -est

Prefixes dis-,im-,in-,non-,un-

Prefixes co-,com-,con-

Prefixes il-,ir-

Visual:

Word family: -ought / -aught

-nge letter pattern

Silent/bossy 'e'

Silent final 'e' and the /th/ sound

Etymological

Pac

Quit

Terra

Geo

Speaking and Listening

- Group activities

Mathematics

Number and Algebra

- Multiplication: Concrete Materials
- Multiplication by Drawing
- Multiplication Algorithm: No Regrouping
- Dividing by 2, 5 and 10: Arrays
- Dividing by 2, 5 and 10: Fingers
- Division Using Times Tables
- Measuring Mass in Grams and Kilograms
- Multiplication: Regrouping Concrete Materials
- Multiplication by Drawing: Regrouping
- Multiplication Algorithm: With Regrouping
- Making \$1: Multiples of the Same Coin
- Making \$1
- Making \$5
- Rounding: Nearest 10, 100 and 1000
- Rounding to Estimate
- Following a Divisibility Algorithm

Measurement and Geometry

- Right Angles
- Comparing Angles to a Right Angle
- Identifying Angles in the Environment
- Measuring Mass in Grams
- Comparing and Ordering Masses
- Measuring Capacity in Millilitres
- Measuring Capacity in Litres and Millilitres
- Capacity Comparing and Ordering

HASS

Geography

- The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef)
- The location of Australia's neighbouring countries

Visual Arts

Making

Use of a variety of techniques, to create artwork inspired by personal experiences, ready for display

Responding

Responding to own art creating by reviewing how they created it, what they liked about their creation and how they could improve it next time.

Technologies

Digital Technologies

Coding using Code.org and Minecraft Education
Peripherals (what they are and what they are used for)

Health

Social Awareness

Students are learning how to be kind and caring friends by sharing, taking turns, and listening to others. They're also learning how to recognise unkind behaviour and use strategies to feel better and support others.

Relationship Skills

Students are learning to identify bullying, understand how it feels, and know how to respond safely. They're practising ways to stand up for themselves and others and build positive, respectful relationships.

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 3 we cover Earth and Space Sciences. Students will learn that soils, rocks and minerals are important Earth resources, and are used by humans and other living things in different and interconnected ways.

Music

Students learn music through a Kodály approach to music education. This term students will focus on:

- Treble clef notation reading and writing
- F chord on the Ukulele.
- Performance of class songs on xylophones, chimes and marimba
- Improvise, sing and play simple 4-5 note songs on xylophones, chimes.
- Whole School Song for Music Assembly

Physical Education

Students will be focusing on their fitness and team games in preparation for the Faction Athletics carnival at the end of Term 3. We will also be developing fundamental movement and gross motor skills (striking) including:

- Running technique and sprinting
- Floorball
- Improving anaerobic fitness
- Athletics carnival team games
- Interpersonal and self-management skills – teamwork and sportsmanship

Japanese

Students will be covering 3 stroke hiragana characters (Japanese writing system) and using them in various activities.