**Rosary Primary School Term Overview**

**Term:** 4  
**Grade Level:** 3  
**Teachers:** Ann-Maree Hinds and Sarah Ciuffetelli

**School Focus:** Believe  Explore  Strive  **Triumph**

**TRIUMP** – We develop wholistically in a supportive, positive and collaborative environment and celebrate our achievements.

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**Religious Education**

**Jesus the Storyteller**

**Students will know:**
- Jesus told stories to teach a message
- Parables are stories that teach about living like Jesus
- Jesus calls us to be Disciples
- Ways to respond to Jesus’ teaching

**Students will be able to:**
- Recount stories Jesus told and explain what these teach us about Discipleship
- List qualities and responsibilities of Discipleship.
- Describe and compare how we can be Disciples of Jesus to how the Apostles answered the call to Discipleship

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**English**

**Writing to Persuade, Inform, Entertain**

**Genre:** Text Types  
**Language:**
- Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences
- Understand that paragraphs are a key organisational feature of written texts
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
- Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’

**Literature:**
- Draw connections between personal experiences and the worlds of texts, and share responses with others
- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- Create imaginative texts based on characters settings and events from students’ own and other cultures

**Literacy:**
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume
- Identify the audience and purpose of informative texts
- Read an increasing range of different types of texts using a variety of text processing strategies
- Plan, draft and publish informative texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Write using joined letters that are clearly formed and consistent in size
Mathematics

During term 4 students will cover the following:
- Apply place value to 10000
- Partition and regroup to 10 000
- Recall and use multiplication facts and related division facts
- Solve problems involving multiplication
- Connect multiples of fractions
- Measure, order and compare length, mass and capacity
- Identify data sources
- Collect, display and interpret data
- Interpret and compare data
- Locate, describe and identify shapes and symmetry and angles of turn
- Create and interpret simple grid maps
- Conduct simple money transactions to the nearest five cents
- Conduct chance experiments, recognizing variation in results
- Use time units
- Recognise and model the key features of 3-D objects

Science

“Heating Up”

Essential question:
How do the opposing actions of heating and cooling affect certain matter?

Knowledge:
Students will know...
- Heat can be produced in many ways and can move from one object to another.

Skills:
Students will be able to...
- pose questions and predict the outcomes of investigations.
- make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions.
- suggest possible reasons for their findings.
- describe how safety and fairness were considered in their investigations.
- use diagrams and other representations to communicate their ideas.

Personal Development

Focus: Students identify products, substances and behaviours that have a positive and negative effect on their well-being. Students identify ways in which they can protect themselves from harm. They understand that they can act in ways that increase the safety and health of those around them, including emotional health.

Students have opportunities to understand and learn about safety:
- when and how to protect themselves from the sun
- safe practices as pedestrians, passengers and on wheels
- local community services that help protect their health

Students have opportunities to learn to:
- consider how their choices influence health status now and in the future
- assess options and consequences in responding to unsafe situations
- identify risk situations, people and places and ways to respond
- plan how to take responsibility for their own safety and that of others
- formulate and practise action plans for accidents and medical emergency situations at home, at school and in the local area
Physical Education

Swimming
Focus: Students participate in physical activity for the purpose of improving their skills. The student is physically skilled and active.

Students have opportunities to learn to:
- perform the fundamental movement skills of hop, side gallop, skip, overarm throw, leap, kick, two-handed strike and dodge
- apply and transfer fundamental movement skills in minor and modified games situations
- practice the application of fundamental movement skills to create movement sequences in a range of physical activities

Skills:
- different swimming strokes
- stroke correction
- lifesaving skills
- confidence in and around water

Cricket
Focus: In structured games and modified sports children demonstrate control when throwing and striking for speed, accuracy and distance. They use equipment and space safely.

The student is physically skilled and active

Students have opportunities to understand and learn about:
- the correct use of specific sports equipment
- the concept of fair play and the functions of rules in games

Students have opportunities to learn to:
- perform the fundamental movement skills of hop, side gallop, skip, overarm throw, leap, kick, two-handed strike and dodge
- apply and transfer fundamental movement skills in minor and modified games situations

Skills:
- Throwing
- Catching
- Batting
- Bowling
- Wicket keeping
General Information

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Assembly
Barcelona Assembly: **Friday 4th November at 12.30pm**

Masses/Liturgies
Year 3 Mass **Thursday 20th October at 10am** - ACU Chapel

Whole School
Reports Posted **Wednesday 7th December**
Carols **Thursday 8th December**
End of Year Mass **Tuesday 13th December at 10am** - Holy Rosary Church
Final Assembly **Friday 16th December at 2.30pm**

Excursions/Incursions
Week 7 and 8 Swimming program @ AIS from **21st November – 2nd December**
End of year celebration **TBA**

REMINDERS

- Please check that your child has a pencil case with coloured pencils, textas etc.
- Homework is due each Friday.

PARENT HELPERS

Parents / Grandparents are invited to assist students with reading and/or publishing writing on Tuesday and Wednesday mornings (9:00-9:30am). If you are able to assist please send us an email or simply pop in, we are always happy to see you. This will commence on Tuesday 18th October. **It is a requirement that all volunteers have a WWVP card.** Please sign in at the front office before making your way to the classrooms.

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