

Year Three Curriculum Overview – Term Three, 2026

Religious Education 	Called to Holiness This unit explores the Christian call to holiness – which all of us receive at Baptism. Students will identify, in their experience, people who demonstrate holiness and use their gifts in love and service. They will also learn about the canonised Saints – those whom the Church has declared Saints and set before us as models of holiness. The process of canonisation will be explored. Students will be encouraged to identify ways that they can live out their own baptismal call by living lives of love and service.												
English 	Our English block is divided into three sessions each day: reading, spelling and writing. During the reading session, students will independently read or be working in groups to develop reading, fluency, comprehension, spelling, vocabulary, conventions of language and cooperation skills. Students will participate in small group instruction where they work closely with their teacher on reading and/or comprehension skills. During the spelling session, students will apply and describe appropriate phonological, orthographic and morphological generalisations and strategies to use when spelling. During the Writing session, students will be focusing on developing their skills in writing engaging and interesting persuasive and/or informative speeches. They will develop and extend their writing skills through explicit teaching using correct grammar, punctuation, spelling, language devices along with exploring a variety of sentence types. We will be focusing on editing and understanding how this helps improve our writing. As part of this learning, students will participate in our whole-school Public Speaking Competition (topics listed below). They will write their speeches in class and will be expected to practice presenting their speeches at home to build confidence, fluency, and expression. Speech topics are: • My dream job • The power of positive thinking • Things I can't live without • A book character I would like to meet Throughout these three sessions Speaking and listening activities are integrated to help students communicate effectively.												
Mathematics 	During Term Three, students will be exploring the following areas in Mathematics: <table><tr><th>Weeks</th><th>Big Idea</th><th>Focus Areas</th></tr><tr><td>1-4</td><td><i>Fractions represent multiple ideas and can be represented in different ways.</i></td><td> • Create fractional parts of a length • Model and represent unit fractions </td></tr><tr><td>5-7</td><td><i>What needs to be measured determines the unit of measurement.</i></td><td> • 3D Objects • Volume </td></tr><tr><td>8-10</td><td><i>Visual representation helps understand aspects of the world (chance and data)</i></td><td> • Identify possible outcomes from chance experiments </td></tr></table> Throughout these topics, students will learn to problem solve and have opportunities to apply their skills to everyday situations.	Weeks	Big Idea	Focus Areas	1-4	<i>Fractions represent multiple ideas and can be represented in different ways.</i>	• Create fractional parts of a length • Model and represent unit fractions	5-7	<i>What needs to be measured determines the unit of measurement.</i>	• 3D Objects • Volume	8-10	<i>Visual representation helps understand aspects of the world (chance and data)</i>	• Identify possible outcomes from chance experiments
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Inquiry/ Science 	Students will explore the inquiry question: How is Australia unique? Students will investigate Australia's unique environments, wildlife, and cultures, while learning about sustainability and how we can protect our environment. Our Term 3 excursion will support this learning through the exploration of local coastal ecosystems. Key Inquiry Questions: • How and why are places similar and different? • What would it be like to live in a neighbouring country? • How do people's perceptions of places influence their views about protecting them?												



Personal Development and Health

Second Step Program

Students will continue to work through the Second Step program (weeks one and two), focusing building their social-emotional skills.

UR Strong

In Term 3, St Cecilia's will be beginning the UR Strong Friendology 101 – Skills Based Curriculum in PDH. URSTRONG's whole-school friendship strategy has improved the social climate in schools around the world, connecting over a million kids, parents, and teachers with a common language of friendship. We are proud to be a URSTRONG School and are committed to empowering your children with friendship skills.

Additionally, you are invited to take advantage of a [FREE Parent Membership](#) to access hundreds of resources – including an 8 session video series. This will allow you to learn the same language & strategies being taught in the classroom through the Friendology 101 curriculum. We hope that, as a URSTRONG Family, you will reinforce the important messages of empowerment, self-compassion, & kindness at home.

Term 3	Lesson Title	Lesson Objective
Week 1	Second Step Program Solving Classroom Problems Solving Peer-Exclusion Problems	Apply the calming-down steps to an emotional situation in response to a scenario, recall and use the problem-solving steps Apply the problem-solving steps to the problem of being excluded by peers, in response to scenarios. Demonstrate assertive communication skills in response to scenarios
Week 2	Second Step Program Dealing with Negative Peer Pressure	Apply the problems solving steps to the problem of being negatively pressured by peers, in response to Scenarios Demonstrate assertive communication in response to scenarios
Week 3	Inner Ninja	This session is focused on self-compassion, teaching students how to tame their butterflies and feel calm when they are experiencing big emotions.
Week 4	True Colours	This session teaches students four strategies for making new friends, including how to introduce themselves and have a conversation that plants a seed for a new friendship to grow.
Week 5	Friendship Facts	This session anchors students in the 'truths' of friendship so they have realistic expectations in their friendships. Students learn the WWW strategy for being strategic in their friendships.
Week 6	Friend – O – Meter	This session helps students identify the difference between healthy & unhealthy friendships and the impact that body language has on our friendships.
Week 7	Friendship Fires	This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to respond to both a positive and negative reaction, plus practice giving a genuine apology.
Week 8	Mean on Purpose	This session teaches students how to respond to intentionally cruel, rude, or mean behaviour with a Quick Comeback. Students learn the difference between a Friendship Fire vs Mean-on-Purpose behaviour, along with Reporting vs Tattling.
Week 9	Tricky Situations	This session highlights hot topics for this age group <u>including</u> : birthday parties, how to kindly decline, feeling caught in the middle, following & copying, and "stealing" friends.
Week 10	Kind and Strong	This final session ties it all together, reviewing the key concepts, and students share their culminating project, "Looking into Your Sole", designed to strengthen empathy.

Physical Education

Students will develop netball skills and begin to apply simple game strategies in team situations. In dance, they will create and perform structured sequences while working collaboratively.

Creative Arts



Visual Arts

This term, our Visual Arts unit will be linked to our Geography unit, Maths, and English focussing on landscapes, famous artists and various places around Australia. Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Music

This term, in CAPA students will begin to understand the difference between natural sound sources and electronic and digitally generated instruments. They will develop their skills in performing in front of small groups and explore how the elements of music are used to communicate musical ideas while building on their Music vocabulary. Additionally, students will participate in a variety of Drama activities throughout the term.

Additional Information

	<u>TUESDAY</u> <i>(Bring Library bag)</i>	<u>THURSDAY</u> <i>(wear PE uniform)</i>	<u>Friday</u> <i>(wear PE uniform)</i>
3 Blue	Creative Arts and Library	PE	Fitness
3 Gold	Creative Arts and Library	PE	Fitness

Home Learning (sent home fortnightly)

English

Students are expected to read every day for at least 15-20 minutes. Some students will be sent home guided readers and these need to be read every night and returned to school every day. If your child does not have a guided reader, they can read a library book or a book from home of their own choice. Additionally, these free online resources can be accessed: Epic and Read Theory.

Mathematics

Students will be required to practise their multiplication tables as part of their home learning and complete the fortnightly assigned task. This is essential in successfully solving a wide variety of mathematical problems throughout their life.

PBL – Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is the foundation of our school's behaviour guidelines. It focuses on explicitly teaching and reinforcing positive behaviours so students feel safe, respected and ready to learn.

Each term, we introduce a timeline of focus rules, with specific expectations highlighted and taught over set weeks. This allows students to clearly understand what positive behaviour looks like and gives them time to practice and embed these skills. Consistent language and expectations help contribute to a positive school culture that supports learning, wellbeing, and successful outcomes for every child. Below are the PBL rules outlined for the term.

<u>Term 2</u>	<u>Rule</u>	<u>Skill</u>
Week 1-2	Cooperate	Learn and let others learn
Week 3-4	Act Safely	Be in the right place at the right time
Week 5-6	Be Respectful	Do your personal best
Week 8 – 10	Act Safely	Problem Solve!
Week 8 – 10	Cooperate	Take Turns and Include Others

Terms 3 Important Dates

- Goal Setting Meetings held over week 2, 27 – 31 July
- Mary MacKillop Liturgy, 7th August, 8:45, School Hall, led by Year 1
- Feast of the Assumption Liturgy, 14th August, 8:45, School Hall, led by Youth Ministry Team
- Father's Day Breakfast and Liturgy, 3rd September, from 7:45
- Year 3 Excursion, Erosion Experience to Nora Head Lighthouse, 26th August
- Year 3 Parish Mass, 14th Sep, 9:15, St Cecilia's Church

CONFIRMATION (Communication from the Wyong Parish, Christine Sassine, Sacramental Coordinator)

- **Parent Information Evening:** (for Parents/Guardian's) Wed 12th August 6.30pm @ St Cecilia's Church Hall.
- **Presentation Mass:** Saturday 29th August, 5pm Mass @ St Cecilia's Church.
- **Classes held on:** Wednesdays 19th August 26th August 2nd Sept & 9th Sept at 4.30pm in St Cecilia's Church Hall.
- **All 4 classes must be completed.**
- **Please Attend Mass & Children's Liturgy on Sunday 23rd August & 6th September 9.30am @ St Cecilia's Church**
- **Ceremony:** Friday 11th September, 6pm @ Our Lady of The Rosary, The Entrance

We look forward to another great term together in Year 3. Please do not hesitate to contact us if you have any questions or require clarification.

Mrs Sky McArthur, Mrs Kate Kiddle, Mrs Jamie Dowling and Mrs Rebecca Tobin