

Grade Three OVERVIEW

Term 1 2026



**St John Bosco's
School Niddrie**

Religious Education

As a class we will:

- celebrate St John Bosco
- compose a Class Prayer
- create a Prayer Space and symbol
- pray the Our Father and Hail Mary

Focus: Christ beside me: Building a world of hope and joy.

The students will explore:

- the presence of Jesus in all parts of their life
- role models, such as Jesus, St John Bosco and St Patrick
- what it means to spread hope and joy

Focus: Ash Wednesday, Lent and Holy Week

The students will:

- investigate the meaning of events and traditions associated with Lent
- reflect on the choices Jesus made and the choices we make during Lent
- explore the events of Holy Week as stories of love, sacrifice and hope

Inquiry

Inquiry Throughline: Being Our Best

Big question: What are emotions, how do we experience them, and how can understanding them help us look after ourselves, others, and our community now and in the future?

This term, Grade 3 students will inquire into emotions and how they are experienced in everyday life. Using the text 'The Way I Feel' as a springboard, students will explore a wide range of emotions and investigate how different situations can lead to different emotional responses. They will develop and expand their emotional vocabulary so they can clearly describe how they are feeling and recognise that others may feel differently in the same situation.

Through discussion, storytelling, and self-reflection, students will think about times when they have felt certain emotions and consider how those feelings affected their actions and relationships. They will inquire into ways they can support themselves when experiencing strong emotions and explore simple strategies for calming down, asking for help, and showing care for others.

This learning supports students to build self-awareness, empathy, and positive connections with their peers and community.

English

Reading and Viewing: Establishing the Reading Routine

Students will focus on:

- Learning to work together in the Classroom
- Exploring the Classroom Library
- Getting started with Independent Reading
- Expanding vocabulary and improving reading fluency and comprehension.

Comprehension Strategies

Students will focus on:

- Summarising texts and determine the main idea
- Using fix up strategies, e.g. predicting and visualising to help improve their understanding of the text
- Exploring the language features of a persuasive text. E.G. You must buy this! You need this!

English

Students will focus on: Persuasive & Narrative writing.

Writing Genre: Persuasive

Students will focus on:

- Planning, drafting and editing process involved in personal writing pieces
- Explore a range of persuasive texts
- Demonstrate understanding of the purpose of each of these texts
- Use the appropriate text structures, features and language to plan and compose a persuasive text in the form of an advertisement
- Includes a range of adjectives and verb groups to create more complex sentences when writing
- Include figurative language in their writing where relevant

<p>Speaking and Listening</p> <p>Focus: Language for interaction</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> Listening and responding to their peers. <p>Participate in activities that promote turn-taking</p>	<p>Writing Genre: Narrative</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> Developing characters and settings. Developing ideas for plot lines, such as problems and solutions Investigating possible seeds for writing by looking at the structure and features of Writer's Notebook Exploring the structure of narrative texts Investigating narrative language features - speech marks, verbs, adjectives, etc. Rereading and edit own work using agreed criteria for text structures and language features Constructing more complex and full paragraphs.
<p>Mathematics</p> <p>Topic: Data</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> Identifying discrete and categorical data Constructing and interpreting graphs Creating survey questions <p>Topic: Time</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> Using clocks, calendars and timers to explore concepts of seconds, minutes, hours and days Measuring time using digital and analogue devices Estimating duration and checking accuracy Comparing and ordering time measurements <p>Topic: Place Value</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> reading, writing and representing numbers to thousands recognising that the position of a digit determines its value count forwards and backwards by ones, tens and hundreds compare and order numbers and explain which is larger or smaller and why 	<p>Digital Technologies</p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> Understanding how to create digital identity online which is safe. Explain what a digital footprint is and how it grows online in accordance with our actions. Exploring cyber safety and learning to identify signs of fake identities/profiles that may arise. Identifying what makes links safe or unsafe. Exploring safe chat behaviour in a multitude of different online contexts and scenarios. Developing independence when using Chromebooks for school work. Learning to recognise reliable and unreliable websites, and understanding what can be defined as a credible source of information.
<p>Social and Emotional Learning (SEL)</p> <p>Focus:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> Developing the ability to be aware of, understand and use information about the emotional states of themselves and others. 	<p>Physical Education</p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> Being collaborative when working in teams to play tabloid games which require the use of a range of Fundamental Movement Skills including throwing, catching, hand-eye coordination etc Practising the correct technique for track and field events including shot put, discus, long jump etc in preparation for the St John Bosco's athletics carnival at the end of the term. Reflecting on their performance of specific skills and making changes to enhance their performance.

Italian

Topic: Mi presento!

Students will focus on:

- **Focus language:** Revising HFW- greetings and exchanges; *Buongiorno* (good morning), *Arrivederci* (Good bye), *Come stai?* (How are you?), *Sto bene/male* (I'm well/not well), *per favore* (please), *grazie* (thank you), *Prego* (you're welcome)
- **Classroom verb based instructional language**, *molto bene* (very well), *tutti* (everyone), *Capisco*, *Non capisco* (I understand, I don't understand). *Posso...?* (Can I...?)
Using phrases and adjectives to introduce ourselves
- **Mi presento!** Using prior knowledge of greetings and phrases to introduce ourselves, our likes/dislikes. Introduction of adjectives and gender agreement rules. Using adjectives to describe ourselves.
- **Il Tempo:** *Che tempo fa?* Describing the weather in Italian and presenting a weather report.

Visual Arts

Topic:

Students will focus on:

- Working collaboratively to create a whole school art display
- Exploring a variety of artists/ art styles to produce their own self portrait
- Extending their use of pattern and line through Zentangle activities
- Using foreground, middle ground and background in their landscape art

Performing Arts

Topic: Drama

Students will focus on:

Through the unit of parables,fables and fairytales children will focus on

- Exploring the difference between improvisation and a scripted performance
- Investigating tableaux and in groups create tableaux for a dramatic scene within a narrative
- Learning about the importance of scripts and how to write one following the correct structure
- Developing their own script to create a monologue for a character in a story depicting their thoughts and feelings
- perform a pantomime of a scenario depicting various emotions. Through their performance children will demonstrate how voice, body and expression can dramatise emotion
- Creating a costume to represent their character
- Experimenting with sounds to explore movement in a dramatic performance
- Using sounds to create rhythm,mood and connections to others which will enhance the story telling of their performance

Science

Topic: Physical Sciences

Students will focus on:

- Investigating how a change of state between solid and liquid can be caused by adding or removing heat.
- Describing solids and liquids by identifying similarities and differences in a range of materials
- Closely observing, and identifying different properties of solids and liquids, which then determines their uses.