

Grade Three

OVERVIEW

Term 2 2026



St John Bosco's
School *Niddrie*

Religious Education

Topic: Church, Sacraments & Community Unit

Students will explore:

- What it means to belong to the Church community and learn about the Sacraments of Initiation
- Develop an understanding of the Mass
- How sacraments connect to everyday life

Students also reflect on their role within the parish community, considering how they can live out their faith with hope, grow in their relationship with God, and follow Jesus as disciples.

Inquiry

Inquiry Throughline: Why is it so?!

Big question: Where does our food come from, and how do food choices shape the efficiency of our digestive system?

This term in Health, Grade 3 students will explore food, nutrition, and how what we eat supports our bodies and wellbeing. They will learn to describe different types of foods, including natural, organic, processed, and convenience foods, and investigate where food comes from by examining their own meals and locating food origins from around the world, recognising Australia as a multicultural society. Students will develop an understanding of healthy and discretionary food choices and how to make informed decisions about what they eat. As the term progresses, they will also explore how food affects the body, including an introduction to the digestive system. In Week 4, students will participate in an incursion with the Life Ed Van, where they will engage in interactive learning about health and the body. They will also complete a personal inquiry where they investigate their own questions about food and health.

English

Reading and Viewing:

Students will focus on:

- Building reading fluency by practising smooth, accurate, and expressive reading.
- Making text-to-self connections to help deepen their understanding of what they read.
- Inferring character feelings and using these insights to better understand different perspectives.
- Identifying cause and effect to understand how events in a text are connected.

Speaking and Listening:

Students will focus on:

- Sharing and explaining cause and effect, as well as research and discoveries.
- Listening and contributing to conversations and discussions to share information and ideas, and negotiating in collaborative situations and using

English

Writing Genre:

Students will focus on:

- Explore a range of persuasive and explanation 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 and explanation text.
- Includes a range of adjectives and verb groups to create more complex sentences when writing
- Include figurative language in their writing where relevant.

Focus on Grammar

Students will focus on:

- Identify different types of sentence structures (simple and compound)

<p>interaction skills, including active listening and clear, coherent communications.</p>	<ul style="list-style-type: none"> ● Practice using a range of conjunctions to write compound sentences. ● correctly apply punctuation, including capital letters, full stops, commas and quotation marks ● explore how to effectively use action verbs, adjectives and adverbs <p>Spelling</p> <ul style="list-style-type: none"> ● Long Vowel Sounds ● Singular & plural words
<p><u>Mathematics</u> Topic: Space Students will focus on:</p> <ul style="list-style-type: none"> ● Classifying a collection of geometric objects, such as cylinders, spheres, prisms, and pyramids, according to their key features: faces, surfaces, edges, and vertices ● Making and comparing different geometric objects using a range of materials <p>Topic: Number Students will focus on:</p> <ul style="list-style-type: none"> ● Adding and subtracting two and three-digit numbers using a range of different strategies ● Recognising the connection between addition and subtraction as inverse operations ● Using basic addition and subtraction facts to 20 to help solve larger problems 	<p><u>Digital Technologies</u> Topic: Using Digital Technologies to enhance our learning experience Students will focus on:</p> <ul style="list-style-type: none"> ● explore a range of digital platforms to showcase their learning, such as Canva ● expand their digital literacy skills, including: <ul style="list-style-type: none"> ○ Accessing Google Drive ○ Creating Google Docs and Google Slides ○ Formatting documents, such as underlining and bolding ○ Accessing Google Classroom ● work on a Digital Solutions Project where they design and create using the CS First program.
<p><u>Social and Emotional Learning (SEL)</u> Focus: Students will focus on:</p> <ul style="list-style-type: none"> ● Exploring RRRR Topic 6: Help Seeking, focusing on the idea that asking for support is a sign of strength rather than weakness. Aligned with Child Safe Standard 3-‘Empowerment and Participation’. ● Identifying their support networks, understanding that seeking help is a sign of strength (not weakness), and recognising their Human Dignity by asserting their right to feel safe. 	<p><u>Physical Education</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Playing games that require the use of Fundamental Movement Skills Run and Dodge. ● Consolidating the Fundamental Movement Skills Catch and Throw through game play and the use of different equipment. ● Practising the Fundamental Motor Skill side-arm strike through the sports including T-ball and golf. ● Using inclusive practises when working with others in a range of settings including group, partner and whole class activities.
<p><u>Italian</u> Topic: Come ti senti? (How do you feel?) Students will focus on: Classroom Phrases- <i>Focus language:</i> <i>Revising HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai?(How are you?), Sto bene/male (I’m well/not</i></p>	<p><u>Visual Arts</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Investigating symbolism used in the famous painting of the Last Supper by Leonardo Da Vinci ● Exploring a variety of joining and construction skills

<p>well), <i>per favore</i> (please), <i>grazie</i> (thank you), <i>Prego</i> (you're welcome)</p> <p>Come ti senti? (How do you feel?)- Learning to describe how we are feeling and why. Learning how to ask someone how they are feeling.</p> <p>Plural and gender agreement</p> <p>Using conjunctions and adverbs to enhance our descriptions.</p> <p>Festa della Mamma: Celebrating our beautiful mums and significant women in our lives.</p>	<p>to create their own food storage sculpture</p> <ul style="list-style-type: none"> • Extending their collage skills through producing a humorous artwork inspired by Archimboldo's famous portrait
<p>Performing Arts</p> <p>Topic: Drama, media and dance</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> • Continuing their recreation of a fairytale through the use of creating multiple tableaux • Explore media to present their fairytale using green screen, music and editing programs • Further developing their monologue performance of a fairytale character focusing on expression of emotion • Continuing to investigate movement and sound as an avenue of expression in a performance • Exploring dance through understanding the cultural importance of dance and performance • learning and practising a dance performance that showcases dance styles of a particular culture. • Identifying the elements of dance and production elements in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples • Building awareness body movement can be used to express intentions and stories. • Exploring and experimenting with the elements of dance (direction, time, dynamics) through learning a structured dance piece • Using simple technical and expressive skills when presenting dance to communicate ideas and feelings 	<p>Science</p> <p>Topic: Physical Science</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> • Investigating how heat can be produced in many ways and that heat can move from one object to another • Investigating how well heat moves through different types of materials such as metals, plastics and ceramics, etc. • Modelling the movement of heat from one object to another using labelled drawings • Designing and creating a model of an Orion capsule heat shield, and testing various materials to replicate its reentry back to Earth.