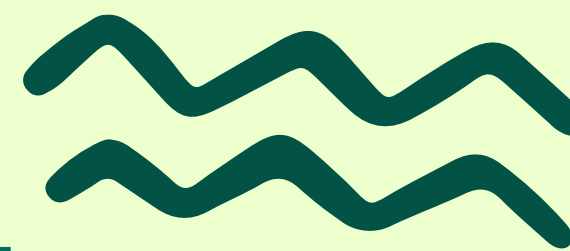




Year Three: Term 4 2026

Curriculum Highlights



English Writing



This term in Writing, students will continue to develop their narrative and informative writing skills. In narrative writing, students are imagining they have travelled in a time machine to explore the past and future of Hong Kong. They will learn how to organise their ideas into clear paragraphs, use the correct past, present and future tenses, and edit their work to improve meaning and accuracy. Students will also apply a range of writing techniques to make their writing more engaging, descriptive and exciting for their readers. In informative writing, students will revise the structure and features of informative texts, with a focus on writing about celebrations and commemorations that are significant to Australia. They will continue to structure informative paragraphs using topic sentences, supporting details and examples to clearly communicate information to their readers.



Bringing the learning home:

- Paragraph Practice: Read a short story together and talk about where the paragraphs change. Ask: "Why do you think the author started a new paragraph here?"
- Creative Prompt: Give your child a fun sentence starter like "Suddenly, the machine began to glow..." and see what they come up with!
- Fact Hunt and Mini Report - Choose a topic together (e.g., a favourite animal, a country, or a famous person). Spend 10 minutes finding 3-4 interesting facts using a kid-friendly website like National Geographic Kids or Kiddle. Write the facts in bullet points under headings such as Description, Habitat, or Interesting Facts. Turn the notes into 2-3 sentences and add a quick drawing or labelled diagram.

English Reading



In Reading, students will be exposed to a variety of reading strategies to deepen understanding of texts they are reading. In Term 4, students will focus on:

- Synthesising
- Activating Prior Knowledge
- Making Connections
- Summarising
- Questioning
- Inferring

Students will use these strategies to ask and answer literal and inferential questions about texts.

Bringing the learning home:

- Encourage your child to make text-to-world connections when you read together at home. Ask questions such as, 'have you seen this happen before?' or 'where have you heard of this in the real world?'
- When synthesising, you can help your child practice this skill at home. Before reading, watching or listening to a text, ask your child what their current knowledge is about the topic. Halfway through the text, ask what their new understandings are. Finally, talk about any new thoughts or ideas that have been developed upon completion.
- When at home, encourage your child to activate their own prior knowledge as much as possible. Examples could be - before reading a book or watching a movie.

Chinese:



This term, our topic will be "neighbourhood". Students will learn to introduce the body parts, names of different places and vocabulary about jobs. Students will make dialogues about going to see a doctor or looking for places. For extension learners, students will have opportunities to read articles and write paragraphs about their daily life and their neighbourhood. Students will still learn how to paragraph for a short article. Our Pinyin focus for this term will be how to spell out sounds in Pinyin.

Mathematics

Throughout Term 4, students will continue to develop and consolidate their understanding of number, measurement, statistics and problem-solving through engaging, real-world learning experiences. They will use addition, subtraction, multiplication and division strategies to solve practical problems, including those involving money, while building fluency with multiplication and division facts for the 2, 3, 4, 5 and 10 times tables. Students will explore the relationship between dollars and cents, estimate quantities and solutions to check the reasonableness of their answers, and follow and create simple algorithms to investigate number patterns. In Measurement and Geometry, students will identify and compare angles in everyday situations and apply mathematical thinking to a range of hands-on tasks. They will also conduct statistical investigations by collecting, representing and interpreting data to answer questions of interest.



Bringing the learning home:

Mathematics exists all around us. As we are working on mental operations all the time, make a point of highlighting these moments when they come up. For example, talking about the quantity of a particular item - even broccoli at dinner - how many will each person get? What if each person wanted more, how many would we need?

When you are at the shops, talk about prices and the cost of things. Bring attention to the dollars and cents and adding items together. When you get to the register, look at the final amount and talk about the change that you might receive if you were to pay with cash.

Look for patterns in the real world and talk about them with your child - there are more around than you'd think! The colours on buildings, stripes on cars, advertisements, and more!

Practise skip counting. Eg for the x2 tables, start at 0 and then count 0, 2, 4, 6, 8, 10 etc. Repeat for x3, x4, x5 and x10.

HASS



Our HASS unit this term investigates significant Australian events, symbols and celebrations that contribute to Australia's identity and diversity. These include commemorations, cultural festivals and religious celebrations. Students will also investigate how communities change over time and identify the contributions of people from diverse backgrounds in local communities. Students will take part in research and discussions about differences between the past and present and sequence information about peoples' lives and events.



Bringing the learning home:

- As a family, discuss some of the celebrations that are important to you. Also talk about ones that they have seen or been involved in. What symbols do they know that might represent these?
- Next time you are out walking with your children, point out some of the different places you see that cater to different cultures. How many Thai or Indian restaurants can they see? In the supermarket, are their different cultural food that you can buy?

Year Three: Term 4 2026

Curriculum Highlights

P

Positivity

R

Relationships

O

Outcomes

S

Strengths

P

Purpose

E

Engagement

R

Resilience

PROSPER

This term, we will continue using the PROSPER framework to support your child's wellbeing. The term's focus will reflect on personal growth, achievements, and resilience as learners. Students will explore the importance of having a sense of purpose at school and how setting meaningful goals can help achieve success. Through class discussions and reflection activities, students will celebrate goals they have achieved, identify personal strengths as learners, and consider how they have persevered through challenges. They will also set achievable goals for the remainder of the year and develop strategies to help them succeed, while recognising how resilience supports learning, growth, and overcoming difficulties.

Reminder...

It would be great if you could log on to your child's Seesaw and engage with their learning by responding. Examples could include:

- I'm proud of how you...
- I can see you have tried really hard to...
- You've really improved at...



Key Events:

- Monday 19th October – Chung Yeung Festival
- Tuesday 20th – Professional Learning Day, no school for students
- Wednesday 28th October – Eucalypt and Wattle Mufti Day
- Friday 6th November – Year 3 Assembly 8:15 – 9:00am
- Tuesday 10th November – Primary Athletics Day
- Wednesday 11th November – Remembrance Day
- Friday 20th November – Years 3-5 Primary Disco
- Thursday 3rd December – Jingle Mingle (4-7pm)
- Monday 14th December – Reports live
- Thursday 17th December – Last Day of school (12Nn finish)

ART

Australian Artist – Pete Cromer

- Students will explore the colourful collage artworks of Australian artist Pete Cromer and investigate how artists use shape, colour and pattern to represent the natural world.
- They will experiment with collage techniques, layering and visual conventions to create bold and expressive artworks.
- Students will create their own Australian animal-inspired artworks while developing their understanding of composition, texture and design.

Music

Students will explore how singing helps people connect, celebrate, and communicate through listening, performing, and creating. They will develop an understanding of vocal and musical elements, build confidence in group singing, and collaborate with peers to share meaningful musical ideas.

Physical Education

Our final term will be spent refining and consolidating athletic skills in preparation for our House Athletics Carnival. Students will also participate in some Australian Indigenous games and discuss comparisons between these and games and activities they currently understand and play.

Health

In this unit, students explore what it means to be healthy. They learn about the benefits of daily habits, healthy eating, why water is 'key', how movement stimulates the brain and why rest is critical to recharge the body. Students will investigate what a health message is and how we can then make healthy and informed decisions to help ourselves and those in our community.

Technologies: Digital and Design

This term, in Digital Technologies, students will design a community map and use WonderBots (Dash robots) to navigate through it. Students will work together to plan important community locations, such as schools, parks and shopping centres, and then create and test visual programs that allow Dash to follow routes, navigate shapes, cross roads safely, respond to button inputs and avoid obstacles. Through this engaging project, students will develop their problem-solving, collaboration and coding skills while learning to implement simple algorithms using control structures and input.