



Victorian Curriculum

Yearly Planner 2024

Year 3

	Term 1	Term 2	Term 3	Term 4
Reading and Viewing Language	<p>Understand how different types of texts vary</p> <p>Identify the effect of various techniques on audiences</p> <p>Identify the features of online texts that enhance navigation</p> <p>Recognise high frequency sight words Fry List</p> <p>Knows how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word</p> <p>Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters</p>	<p>Understand how different types of texts vary</p> <p>Identify the effect of various techniques on audiences</p> <p>Identify the features of online texts that enhance navigation</p> <p>Recognise high frequency sight words Fry List</p> <p>Knows how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word</p> <p>Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters</p>	<p>Understand how different types of texts vary</p> <p>Identify the effect of various techniques on audiences</p> <p>Identify the features of online texts that enhance navigation</p> <p>Recognise high frequency sight words Fry List</p> <p>Knows how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word</p> <p>Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters</p>	<p>Understand how different types of texts vary</p> <p>Identify the effect of various techniques on audiences</p> <p>Identify the features of online texts that enhance navigation</p> <p>Recognise high frequency sight words Fry List</p> <p>Knows how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word</p> <p>Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters</p>
Reading and Viewing Literature	<p>Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <p>Develop criteria for establishing personal preferences for literature</p> <p>Discuss how language is used to describe the settings in texts</p> <p>Discuss the nature and effects of some language devices - e.g. rhythm and onomatopoeia in poetry and prose</p>	<p>Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <p>Develop criteria for establishing personal preferences for literature</p> <p>Discuss the nature and effects of some language devices</p>	<p>Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <p>Develop criteria for establishing personal preferences for literature</p> <p>Discuss the nature and effects of some language devices</p>	<p>Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <p>Develop criteria for establishing personal preferences for literature</p> <p>Discuss how language is used to describe the settings in texts</p> <p>Discuss the nature and effects of some language devices</p> <p>Discuss the nature and effects of some language devices - e.g. rhythm and</p>

				onomatopoeia in poetry and prose
Reading and Viewing Literacy	<p>Identify the point of view in a text and suggest alternative points of view</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts</p> <p>Applying reading strategies to an increasing range of texts</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)</p>	<p>Identify the audience and purpose of informative texts</p> <p>Applying reading strategies to an increasing range of texts</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)</p>	<p>Identify the point of view in a text and suggest alternative points of view</p> <p>Identify the audience and purpose of persuasive texts</p> <p>Applying reading strategies to an increasing range of texts</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)</p>	<p>Identify the point of view in a text and suggest alternative points of view</p> <p>Identify the audience and purpose of imaginative texts</p> <p>Applying reading strategies to an increasing range of texts</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts</p> <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)</p>
	<p>Reading linked with Writing Unit - Persuasive (3-week sprint)</p> <p>Narrative (3-week sprint)</p> <p>Procedural</p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p> <p>identifying literal, inferential and evaluative levels of comprehension</p> <p>critical thinking</p>	<p>Reading linked with Writing Unit - Information Report</p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p> <p>identifying literal, inferential and evaluative levels of comprehension</p> <p>critical thinking</p>	<p>Reading linked with Writing Unit - Persuasive</p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p> <p>identifying literal, inferential and evaluative levels of comprehension</p> <p>critical thinking</p>	<p>Reading linked with Writing Unit - Narrative</p> <p>Poetry – Australian Poetry and Song, Haiku, Alliteration</p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p> <p>identifying literal, inferential and evaluative levels of comprehension</p> <p>critical thinking</p>

Writing Language	Understand that paragraphs are a key organisational feature of written texts	Understand that paragraphs are a key organisational feature of written texts	Understand that paragraphs are a key organisational feature of written texts	Understand that paragraphs are a key organisational feature of written texts
	Understands contractions and apostrophes of contractions	Understands contractions and apostrophes of contractions	Understands contractions and apostrophes of contractions	Understands contractions and apostrophes of contractions
	Understands clause agreement	Understands clause agreement	Understands clause agreement	Understands clause agreement
	Understands that verbs represent different processes	Understands that verbs represent different processes	Understands that verbs represent different processes	Understands that verbs represent different processes
	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
	Revise letter formations	Write using joined letters that are clearly formed and consistent in size	Write using joined letters that are clearly formed and consistent in size	Write using joined letters that are clearly formed and consistent in size
Persuasive devices Figurative language		Persuasive devices	Figurative language	

Writing Literature	Create imaginative texts based events			Create imaginative texts based events
	Create texts that adapt language features and patterns encountered in literary texts			Create texts that adapt language features and patterns encountered in literary texts

Writing Literacy	Genre Writing	Genre Writing	Genre Writing	Genre Writing
	Persuasive – 3-week sprint	Information Report - person	Persuasive	Narrative
	Narrative – 3-week sprint	Plan, draft and publish texts using software and other tools	Plan, draft and publish texts using software and other tools	Poetry – Haiku, Alliteration, Australian Poetry and Song
	Plan, draft and publish texts using software and other tools			Plan, draft and publish texts using software and other tools

Speaking and Listening Language	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
	Understand that successful cooperation with others depends on shared use of social conventions	Understand that successful cooperation with others depends on shared use of social conventions	Understand that successful cooperation with others depends on shared use of social conventions	Understand that successful cooperation with others depends on shared use of social conventions

	Learn extended and technical vocabulary and ways of expressing opinions	Learn extended and technical vocabulary and ways of expressing opinions	Learn extended and technical vocabulary and ways of expressing opinions	Learn extended and technical vocabulary and ways of expressing opinions
Speaking and Listening Literature	Discuss various types of texts	Discuss various types of texts	Discuss various types of texts	Discuss various types of texts
Speaking and Listening Literacy	Listen, share and contribute to conversations and discussions Active listening behaviours Communicate in a clear, coherent manner using appropriate tone, pace, pitch and volume Plan and deliver oral presentations	Listen, share and contribute to conversations and discussions Active listening behaviours Communicate in a clear, coherent manner using appropriate tone, pace, pitch and volume Plan and deliver oral presentations	Listen, share and contribute to conversations and discussions Active listening behaviours Communicate in a clear, coherent manner using appropriate tone, pace, pitch and volume Plan and deliver oral presentations	Listen, share and contribute to conversations and discussions Active listening behaviours Communicate in a clear, coherent manner using appropriate tone, pace, pitch and volume Plan and deliver oral presentations
Number and Algebra	Place Value Operations Patterns and Algebra Money	Place Value Operations Patterns and Algebra Fractions	Place Value Operations Patterns and Algebra Fractions	Place Value Operations Patterns and Algebra Revision
Measurement and Geometry	Time Measurement (Length and Perimeter)	Measurement (Area)	Shape and Location	Shape Transformation Geometric Reasoning Measurement (Mass and Capacity) Revision
Statistics and Probability		Data	Chance	Revision

<p>Global Studies Health, Science, The Technologies, Critical and Creative Thinking, The Arts, The Capabilities and The Humanities</p>	<p>Community Places and Spaces MAPPEN</p> <p>With a focus on exploring:</p>	<p>Community Places and Spaces MAPPEN</p> <p>With a focus on exploring:</p>	<p>Community Places and Spaces MAPPEN</p> <p>With a focus on exploring:</p>	<p>Community Places and Spaces MAPPEN</p> <p>With a focus on exploring:</p>
<p>Wellbeing The Capabilities and Health</p> <p>Refer to Wellbeing Scope and Sequence</p>	<p>Learning to Learn Program</p> <p>Respectful Relationships</p>	<p>Respectful Relationships</p>	<p>Respectful Relationships</p>	<p>Respectful Relationships</p>