



Term 3, 2026 Term Overview

WELCOME

We are so excited to start Term 3 with Athletics Carnival, AFL Clinics and our 100 Days of Learning Superpower celebrations! Other exciting things happening this term are Book Week in Week 5 and our geography learning showcase in Week 10. Stay tuned for more information regarding these events!

Our library and home reader day will be changing to Tuesday on a weekly basis. Please send in library bags, library books and clear plastic home reader folders each Tuesday. These plastic home reader folders are particularly important as they are for items that will not be sent home otherwise, such as decodable home readers.

From the 1st of August, hats will be back on so please send a labelled hat from Week 3 onwards. We also remind families to please label all belongings, especially jumpers, jackets and lunch boxes. We are encouraging your child to leave any personal items such as toys at home as we are unable to ensure that they won't get lost or damaged.

Please don't hesitate to contact us via email if you have any questions or would like to discuss your child's learning or wellbeing. Natasha Monger (Natasha.Monger@ed.act.edu.au), Chlo Wood (Chlo.Wood@ed.act.edu.au) and Maddie Hume (Maddie.Hume@ed.act.edu.au)

ENGLISH

Students will continue to develop their phonological awareness by breaking words into parts, identifying syllables and manipulating sounds. As students continue to develop letter-sound knowledge, they will practise orally segmenting and blending words, including reading consonant-vowel-consonant (CVC) words with learnt patterns. Our book studies this term are:

***Giraffes Can't Dance* by Giles Andreae** which explores themes of self-belief, perseverance and celebrating individual differences. Through shared reading, students will express and compare opinions about the text while exploring narrative features including characters, setting and events. They will revise sentence structure, including the use of nouns and verbs, identify sentence fragments, and practise turning them into complete sentences. They will apply this knowledge to write simple sentences (who/what + what doing) about a picture, using capital letters and full stops.

***Farmer John's Tractor* by Sally Sutton** which explores life on a farm through rhythm and repetition. Through shared reading, students will continue to explore narrative features including characters, setting and events. They will learn about prepositional phrases of place and time, and apply this understanding to expand simple sentences by adding details about where and when actions take place. Students will also retell and adapt the story *Farmer John's Tractor* by changing one or two elements such as the character, setting or problem. They will share their ideas through talking, writing and drawing.

***Wombat Stew* by Marcia K. Vaughan** which explores teamwork, problem-solving and humour in an Australian bush setting. Through shared reading, students will explore how characters are represented through appearance, actions, speech and thoughts and discuss reasons for their behaviour. They will use adjectives to expand sentences and the conjunction *because* to explain ideas and thinking.

***Wombat* by Christopher Cheng** is an informative text about wombats, their habitat, diet and survival. Through shared reading, students will compare imaginative and informative texts and explore how images and words convey information. They will complete sentence stems using the conjunctions *but* and *because* to extend sentences, while applying capital letters and full stops. Students will also create oral and written descriptions of a wombat, including a labelled diagram.

Students will continue to engage in regular retrieval practice through our 'Literacy Review', helping them strengthen and retain what they have learned in spelling, reading and writing.

MATHEMATICS

UNIT OF WORK

Daily Review

Each day, students will participate in short, fast-paced lessons to review previously taught concepts across all areas of Mathematics.

Fluency Practice

This term, students will be introduced to fluency practice. This is aimed at developing quick and accurate recall, and applying facts for addition and subtraction.

Number

This term, students will focus on addition, subtraction, and place value. They will practise adding by 2, using number bonds, and recalling basic facts. Place value lessons will include making, saying, and writing two-digit and teen numbers, and learning the difference between numbers like 14 and 40. Subtraction lessons will focus on taking away, counting back, and subtracting by 1 or 2.

Measurement, Shape, Statistics and Probability (MSSP)

Students begin to explore the mathematical concepts of mass and volume by using balance scales to compare the weight of objects and by measuring how much space different containers can hold. Students will learn to read, interpret and collect data about a range of topics. This will be integrated with our Geography unit, where students will collect data on the playground and use this to form a graph.

Geography - Special Places, Special Connections

This term in Geography we will be exploring our place in the world, including the country, territory and city that we live in. Students will describe the features of familiar places they belong to, identify places that are significant to them, and explain why these places are important. They will be learning about Aboriginal and Torres Strait Islander Peoples connection to Country and the importance of the Country on which Monash Primary School is located. We will also explore ways to care for places. To celebrate their learning, families will be invited to a Learning Showcase, where students will proudly share their work and discoveries.

Social and Emotional Learning (SEL)

Students will develop simple problem-solving skills by identifying problems, considering possible solutions and making positive choices. . Through stories, games and role-play activities, they will practise working with others, sharing ideas and resolving everyday challenges in respectful ways. These activities will also support students to understand that problems can often be solved by thinking carefully and seeking help when needed.

Students will learn to recognise situations that may cause them to feel worried, upset or overwhelmed and identify how these emotions can affect the way they feel and behave. Through stories, discussions and practical activities, they will practise simple self-regulation strategies, such as deep breathing, taking a break and seeking support from a trusted adult, to help them feel calm and safe.

SUPPORTING LEARNING AT HOME

Reading and Spelling

We recommend families continue to share books with their children at home to foster a love of and interest in reading. Your child will continue to bring home Home Practice sheets, decodable texts in the form of reading passages, decodable readers, and 'Rich text packs' which focus on comprehension. Students will need to bring their plastic folder to school on Tuesdays in order to take home these resources.

Maths

To support your child's learning in Maths, we encourage finding opportunities where you and your child can count forwards and backwards. To challenge your child, begin counting from random numbers rather than always starting at 1. You can also find opportunities to add, subtract and evenly share collections at home.

SEL

Discussing a range of emotions and what you may feel when experiencing these emotions may help your child to understand their feelings and express them appropriately. Encourage them to focus on ways to 'bounce back' from difficult or upsetting events.

EVENTS THIS TERM

21 July - Athletics Carnival

22 July - AFL Clinics

1 August - Hats Back On

6 August - 100 Days of Learning

24-28 August - Book Week

26 August - Book Week Parade

2 September - P & C Father's Day Stall

14 Sep - Christian Education (opt in)

21 Sep - Grandfriends Day

22 Sep - Learning Showcase