



## MAJURA PRIMARY SCHOOL

### Term 1

### TERM OVERVIEW 2026

#### WELCOME TO TERM 1

Welcome back to school! We are looking forward to a great year ahead and have been delighted to see the enthusiasm of our new classes. The teaching team is keen to get started, and we are excited for the year ahead. We are beginning with a bang by hosting the first assembly of the year, focusing on our school values and our school-wide mathematics study of place value. We are also pleased to be starting our kitchen garden program in Week 3. With the hot weather continuing, please remember to send a hat to school every day to help keep students sun safe.

#### ENGLISH

In English this term, students will engage in a range of reading, writing, spelling and oral language activities. In reading, students will take part in novel studies to develop deep comprehension skills, focusing on the six key comprehension strategies. These strategies include visualising, predicting, making connections, asking questions, summarising and monitoring understanding. Partner reading will be used regularly, with students giving and receiving feedback to support their individual goals in pace, accuracy, expression, comprehension and vocabulary. In spelling, our initial focus will be on long and short vowel sounds, including vowel teams. Weekly self-marked dictation sessions will help students embed spelling rules and patterns, alongside a continued focus on correct letter formation and size. In writing, students will work with persuasive language, poetry and information reports through our integrated unit around Country. Students will learn about Aboriginal symbols and their role in communication, listen to Dreaming stories, and engage in verbal storytelling to deepen their understanding and build confidence in speaking for different audiences.

#### HEALTH

In Health this term, students will develop skills for interacting respectfully with others and building positive relationships. We will use a range of stories, games and reflective lessons to help students collaborate, show kindness, and understand the impact of their words and actions. Students will also expand their emotional vocabulary, learning more precise words to describe how they are feeling and why. Through class discussions and activities, they will practise empathy, listening, and working together to solve problems. They will also learn to recognise and respond to different emotions, and how to support classmates in a respectful way. These experiences will help strengthen students' confidence and sense of belonging in the classroom community.

#### Year 3 TEACHERS

##### *Yeal-am-bid-gie (3GB)*

Gemma Baker: [gemma.baker@ed.act.edu.au](mailto:gemma.baker@ed.act.edu.au)

##### *Danguu (3JM)*

Geri Jeffress: [geraldine.jeffress@ed.act.edu.au](mailto:geraldine.jeffress@ed.act.edu.au)

Helen Munro: [helen.munro@ed.act.edu.au](mailto:helen.munro@ed.act.edu.au)

##### *Nitmiluk (3KS)*

Kathryn Shaw: [kathrynj.shaw@ed.act.edu.au](mailto:kathrynj.shaw@ed.act.edu.au)

##### *Kuku Yalanji (3LP)*

Laura Perrett: [laura.perrett@ed.act.edu.au](mailto:laura.perrett@ed.act.edu.au)

##### *Dalmanyi (3GR)*

Phoebe Gillinelli: [phoebe.gillinelli@ed.act.edu.au](mailto:phoebe.gillinelli@ed.act.edu.au)

Amy Rodda: [amy.rodde@ed.act.edu.au](mailto:amy.rodde@ed.act.edu.au)

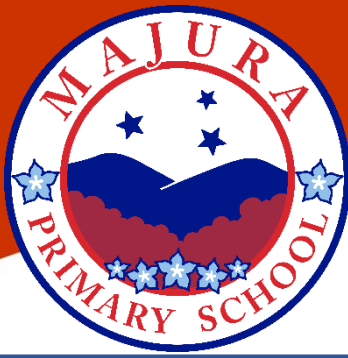
**Executive Teacher:** Steve Vukelic: [steve.vukelic@ed.act.edu.au](mailto:steve.vukelic@ed.act.edu.au)

#### INTEGRATED

This term, students will begin a two-term journey in our integrated unit, **Walking with Country**. While we cannot visit Justice Robert Hope Park during snake season, we will create a Field Journal to document our learning as we work towards becoming custodians of the park. Students will develop mapping skills, including using Aboriginal symbols, and collect and interpret data through mindful noticing and observation. They will also create ephemeral art, explore poetry through Kennings, and investigate living and non-living things and the life cycles of native Australian species. Students will consider who makes rules, why they are important, and what happens when rules are not followed. They will use Chromebooks to research and edit their work, creating an information report on a chosen native animal. Students will also create individual Acknowledgements of Country that are personal and meaningful. Students will share their learning with peers and families, celebrating their growing understanding of Country and community.

#### MATHEMATICS

In Mathematics this term, we will be following the whole-school focus on Number, beginning with a strong emphasis on place value. Students will explore how numbers are structured and represented, including the important "jump" from additive to multiplicative place value. This means moving from counting numbers by ones to understanding how numbers grow by tens, hundreds and beyond. This learning builds a strong foundation for future mathematical thinking. We will then move on to addition and subtraction, with opportunities to practise skills through problem-solving and real-world contexts. Mathematics will also be integrated into our larger unit of work around Country, where students will apply their learning through mapping and data collection activities in preparation for excursions to Justice Robert Hope Park, helping them make meaningful connections between mathematics and the world around them.



**MAJURA PRIMARY SCHOOL**  
**Term 1**  
**TERM OVERVIEW 2026**

**SPECIALIST PROGRAMS**

**Year 3 - Dance- Semester length**

In specialist arts lessons this semester, students in year three will be participating in dance lessons. Students will use their fundamental motor skills to extend their learning of the different elements of dance, including time, relationship, moving through space (both positive and negative), expressions and dynamics. Students will experience different genres of dance, such as hip hop, jazz, lyrical and social line dances. Students will be choreographing their own dances to communicate meaning as well as learning the steps to choreographed dances. Students will be expected to perform for their peers in lessons.

**Year 3 – Physical Education**

In Physical Education this term, Year 3 students will apply fundamental movement skills to correctly perform running, overarm throwing, catching and striking with a focus on Cricket. They will focus on identifying "open space" and timing their movements to hit a moving ball. Students will also use personal and social skills to work in teams, developing team building with a focus on fair play and inclusion.

**Year 3 – Indonesian**

In Indonesian this term, students will begin to develop their basic conversational skills, cultural awareness and appreciation for our northern neighbour. Students will learn how to greet others at various times of the day and how to introduce themselves. Students will learn how to express various feelings and what they like and dislike using Indonesian. They will learn about the days of the week, months of the year and numbers. Students will develop their understanding of classroom instructions and school objects in Indonesian. Students will explore the culture of Indonesia, identifying similarities and differences between our two nations.

**Year 3 – Music**

Students will deepen their understanding of the elements of music through singing, playing instruments, and participating in musical games and activities. They will explore the elements of music and develop their understanding of a musical staff, beats, and notes. Students will perform simple melodies on instruments.

**SPECIALIST TIMETABLE**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>PE</b>			3LP, 3KS, 3JM, 3GR		
<b>The Arts</b>	3JM		3LP, 3KS, 3JM		3GR
<b>Indonesian</b>		3LP	3KS, 3GR	3JM	
<b>Music</b>	3KS, 3JM, 3GR			3LP	
<b>Library</b>		3LP	3GR		3KS, 3JM
<b>Kitchen/Garden</b>	3LP	3KS		3JM	3GR