



MAJURA PRIMARY SCHOOL

Term 2

TERM OVERVIEW 2026

WELCOME TO TERM 2

Welcome back to an exciting term as we deepen our connection to Country, specifically focusing on the significance of Reconciliation and NAIDOC Week. Please ensure your child is prepared for outdoor learning by clearly labelling all personal items, including hats, lunch boxes, and drink bottles. As we are a sun-smart school, a labelled hat is essential for all playground activities and our upcoming excursions. We look forward to a wonderful term of learning and community growth!

ENGLISH

Through our **Novel Study**, students will move beyond simple decoding to "deep diving" into stories. We are focusing on five key comprehension strategies **Visualizing**: Creating "mind movies" to better understand settings and characters. **Predicting & Questioning**: Using clues to anticipate plot turns and curiosity to drive engagement. **Making Connections**: Relating texts to their own lives, other books, and the world around them. To build fluency, students will participate in **Buddy/Partner Reading**. This allows them to practice reading aloud with **pace, expression, and accuracy** while giving and receiving constructive feedback. Our writing focus remains closely linked to our study of Country, specifically focusing on **Information Reports** about Australian animals. We are encouraging students to use scientific language to make their reports more authoritative, moving beyond simple sentences to create complex, engaging paragraphs and continuing to focus on consistent letter formation, size, and legibility. In spelling we are exploring the world of **Prefixes and Suffixes**. By understanding how word parts (like *un-*, *re-*, *-ful*, or *-less*) change the meaning of a base word, students can unlock the spelling and meaning of new words.

HEALTH

In Health this term, students will continue to work on skills for **interacting respectfully** with others and building positive relationships. 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 share their **identities**, including their support network, strengths, values, and character traits. This work will support our learning in our class novel study unit, which explores themes of **identity** and **belonging**. There will be opportunities to engage in a range of sporting experiences, keep an eye out for notes about **Gala Days** and sports clinics.

Year 3 TEACHERS

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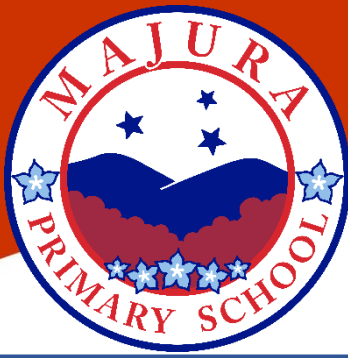
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INTEGRATED

This term, we are continuing our integrated unit, **Walking with Country**. Our focus shifts toward deep observation, environmental stewardship, and refining our communication skills. We are heading to **Justice Robert Hope Park** to study local habitats firsthand. Students will distinguish between living and non-living things and investigate the fascinating life cycles of native Australian species. Through "mindful noticing," students will collect and interpret environmental data, culminating in the creation of **ephemeral artworks** using natural materials found on-site. We are expanding our mapping skills by moving from literal drawings to using abstract **symbols** to represent the world around us. Using Chromebooks students will "bump up" their **Information Reports** digging deeper into the lives of their chosen native animals and using student-developed rubrics to edit and refine their work, encouraging a "growth mindset" as they strive for high-quality results. Extending into how we live together students will explore the importance of **rules** and the real-world consequences that occur when they aren't followed, fostering a sense of responsibility.

MATHEMATICS

This term, our focus is on building a deep understanding of **Place Value** as the foundation for addition and subtraction. Rather than just memorising steps, students will learn *why* numbers behave the way they do when we combine or separate them. Students will develop a "toolkit" of strategies, choosing the most efficient method for the problem at hand. **The Split Strategy**: Breaking numbers into parts (e.g., $34 + 25$ becomes $30+20$ and $4+5$) **The Jump Strategy**: Keeping the first number whole and "jumping" by tens and then ones on a number line. **Formal Algorithms (Column Method)**: Transitioning to vertical addition and subtraction, including the concepts of **regrouping** (carrying) and **borrowing**. Mathematics will continue to be integrated into our **Walking with Country** unit to show students how numbers describe our world: During our excursion to **Justice Robert Hope Park**, students will collect data on local flora and fauna, using tally marks. Back in class, they will use their addition and subtraction skills to compare totals, find differences in populations, and graph their findings. They will then compare and analyse their findings. Students will also apply spatial reasoning, and explore symbols and keys to represent the features of familiar places in a 2D format.



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SPECIALIST PROGRAMS

Year 3 - Dance- All Semester

In specialist arts lessons in term 2, Year 3 students will participate in developing skills and knowledge of the elements of dance, incorporating body movement and music into performing choreographed and improvised dance sequences. Students will be choreographing their own dances to communicate meaning as well as learning the steps to choreographed dances.

Year 3 – Physical Education

In Physical Education this term, Year 3 students will apply fundamental movement skills to correctly perform crouch starts, overarm throwing, and long jumping with controlled techniques. They will focus on 3-point starts, throws, long jump with runups and safe landing, and peer feedback while identifying safe movement patterns. Students will also use personal and social skills to work in teams, developing teambuilding with a focus on fair play and inclusion.

Year 3 – Indonesian

In Indonesian, students will continue to develop their basic conversational skills, cultural awareness and appreciation for our northern neighbour. They will increase their written and spoken vocabulary to sequence a conversation with others, based on modelled conversations. Students will use spoken Indonesian to identify their feelings, likes and dislikes for a variety of topics. Students will continue to build their understanding of classroom instructions and knowledge of school objects in Indonesian. Students will make connections with Indonesian culture, identifying similarities and differences between our two nations. Various online platforms and tools will be utilised to support and strengthen student knowledge, understanding and skill in written and spoken Indonesian.

Year 3 – Music

Students will learn how to play the recorder and focus on reading and performing with accurate pitch, rhythm, and musical expression.

SPECIALIST TIMETABLE

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