

Year 3 relief day

Year 3 · 3B · Relief teacher

Outcomes for English, Mathematics are taken from the NSW syllabus (NESA) for your state and year, and the lessons are written towards them. Check they suit your school's program. Science and Technology is topic-aligned only: no matching official outcome was found, so check it against your syllabus.

- Each subject runs the same way: teach from the slides, reading the speaker notes (they have what to say and the answers). At the "Worksheet" slide, hand out the sheet; early finishers do the challenge. End with the exit question.
- Times are a guide. Each subject below says what to drop if you run short.
- School routines (roll, behaviour, first aid, emergencies, dismissal) and student needs aren't in this pack. Ask the office or a nearby teacher before the day starts.

THE DAY

9:00am–9:35am	English: slides	Speech Marks in Our Stories
9:35am–10:10am	English: worksheet	Then the exit question
10:15am–10:50am	Mathematics: slides	Telling the Time to Five Minutes
10:50am–11:25am	Mathematics: worksheet	Then the exit question
11:25am–11:55am	Recess	
11:55am–12:30pm	Science and Technology: slides	Living and Non-Living Things
12:30pm–1:05pm	Science and Technology: worksheet	Then the exit question
1:05pm–1:50pm	Lunch	

BEFORE THE DAY

- Print one worksheet per student: English (2 p), Mathematics (2 p), Science and Technology (2 p). Keep the answer keys for yourself.
- Open the full-day slides and check they show on the projector.
- Have ready: Whiteboard and marker (optional, for modelling).

THE LESSONS

9:00am–10:10am 1. English — Speech Marks in Our Stories

They'll learn	I can identify the words a character says in a sentence; I can place speech marks around spoken words
How it runs	Warm-up and hook 5m → Teaching: spoken words and speech marks 10m → Worked examples and misconception 9m → Guided practice, quiz and discussion 9m → Worksheet: Speech Marks in Our Stories 35m → Close and exit question 2m
You'll need	Whiteboard and marker (optional, for modelling)
Extra help	Let students read each sentence aloud and underline the talking words with a pencil before adding speech marks.
Done early	"Finished early? Challenge" on the worksheet (2 questions).
Short on time	Skip the "Think deeper" discussion (about 3 min) and ask it as the exit question instead.

10:15am–11:25am 2. Mathematics — Telling the Time to Five Minutes

They'll learn	I can read an analog clock to the nearest five minutes; I can count by fives to find the minutes past the hour
How it runs	Warm-up and hook 5m → Teaching: hands, fives and special times 8m → Worked examples and guided practice 12m → Common mistake and quick check 6m → Worksheet: Telling the Time to Five Minutes 35m → Close: exit question 4m
Extra help	Give students a pencil-marked clock face with 5, 10, 15 ... 55 written beside the numbers (copy the numbers on the board for them to copy onto their worksheet clocks).
Done early	"Finished early? Challenge" on the worksheet (3 questions).
Short on time	Model one worked example instead of 2.

11:55am–1:05pm 3. Science and Technology — Living and Non-Living Things

They'll learn	I can name the features of living things, such as growing, needing food and water, and reproducing; I can sort objects into living and non-living groups
How it runs	Hook and warm-up 6m → Teaching the features of living things 10m → Worked example and guided practice 10m → Check and discuss 6m → Worksheet: Living and Non-Living Things 35m → Close 3m
Extra help	Let students point to the pictures and say the reason aloud to a partner before writing it.
Done early	"Finished early? Challenge" on the worksheet (3 questions).
Short on time	Skip the "Warm-up" discussion (about 3 min) and ask it as the exit question instead.