Year Three - Semester One – Curriculum Overview

Dear Parents/Carers

We would like to share with you a summary of Year 3 Term One and Term Two units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

Term One	Term Two
Learning: **Examining stories from different perspectives and adapting ideas** Students engage with a variety of texts and explore how authors use language and illustrations to portray characters, settings and mood. Students use these texts as models when they create their own imaginative text and discuss their ideas.	**Learning:** **Examining informative texts** Students engage with a variety of informative texts that support and extend independence in reading. They explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented. Students examine how language features and images extend meaning. They use these texts as models to create their own report for an audience.
Assessment: **Writing and creating imaginative texts** To create a written imaginative story for an audience relating to emotions.	**Assessment:** **Reading Comprehension** To read, view and comprehend a simple informative text. **Writing and creating informative texts** To create a written and multimodal informative text for an audience.

MATHS

Learning: Students further develop proficiency and positive dispositions towards mathematics and its use as they: ○ recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies ○ manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system ○ develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice ○ explore maps and determine key features of familiar spaces and use these when creating spatial representations ○ undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.	***Learning:*** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • manipulate numbers using a range of strategies including partitioning and regrouping that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system • develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice • use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning • make estimates when solving problems to determine the reasonableness of calculations when checking the solution

	• recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations • identify everyday situations when using metric units to measure and compare events and duration.
Assessment: **Space** • Assessable elements: Understanding and Fluency **Statistics and Statistical investigations** • Assessable Elements: Problem solving and Reasoning	***Assessment:*** **Number and Mathematical modelling** • Assessable elements: Understanding and Fluency, Problem solving **Measurement** • Assessable Elements: Understanding and Fluency

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: Students will explore how people contribute to their unique communities.
Assessment: Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?

SCIENCE

Learning: Students will justify groupings of living and non-living things according to observable features and recognise once-living things. Students will investigate the living and non-living things in their local environment.	***Learning:*** Students will demonstrate their knowledge of Earth's rotation on its axis. They will explore different cultural understandings of the relationship between the sun and Earth causing day and night.
Assessment: Students group living things based on observable features and distinguish them from non-living things.	***Assessment:*** Students create a poster to explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.

DESIGN and TECHNOLOGY

Learning: Students will design and make a wind powered toy using recycable materials
Assessment: Students design, make, evaluate and reflect on a toy vehicle that responds to wind energy.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Health • Students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend as well as their roles and responsibilities.

Assessment: Health

- Students respond to a case study and a series of activities about changes and making new friends.

Learning: Physical Education

Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.

Assessment: Physical Education

Students develop and refine the fundamental movement skills of throwing and catching. Students explore and develop the concepts and strategies of Fast 4 Newcombe and develop strategies for working cooperatively and applying rules fairly.

THE ARTS

Learning: **Drama** ***Exploring Issues Through Drama***

Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama

Assessment: **Drama**

Students devise, plan and respond to and perform drama about an issue.

Learning: Music

Students make music and respond to music, exploring the songs used in celebrations and commemorations in Australia and other cultures.

Assessment: Music

Students compose, perform and respond to music of celebrations and commemorations.

JAPANESE

Learning: Japanese "A Day in a Japanese School"

Students will use Japanese to explore the concept of school life in Japan and make connections with their own school experiences.

Assessment: Japanese

Students will identify specific items of information when viewing short written texts to answer questions about a student's school day. All macro skills (reading, writing, speaking, listening) will be assessed throughout the unit.

GENERAL CAPABILITIES – Digital Literacy (DL

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating.

Kind regards

Year Three Teachers

Yours sincerely

Karryn Brunetto

Principal