

## Year 3 - Semester 2 – Curriculum Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 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 3

#### Term 4

<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. Students make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</li> </ul>	<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something.</li> <li>Students write a letter to persuade a known audience.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.</li> </ul>

### MATHS

<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability.</li> </ul>	<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Money – eAssessment</li> <li>Patterning and connecting addition and subtraction.</li> <li>Representing multiplication.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Using unit fractions and multiplication.</li> <li>Interpreting grid maps, identifying symmetry, three-dimensional objects and angles.</li> </ul>

### SCIENCE

<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>Students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas.</li> </ul>	<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>Students investigate the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life.</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students conduct an investigation into the behaviour of heat to explain an everyday observation. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students predict and explain how a solid and liquid change state by adding or removing heat.</li> </ul>

## HUMANITIES and SOCIAL SCIENCES (HASS)

<b>Learning:</b> Students will investigate how and why are places similar and different?
<b>Assessment:</b> <ul style="list-style-type: none"><li>Students represent data about places and compare places. They explain the importance of making decisions democratically and the role of rules in the community, and devise an action in response to an issue.</li></ul>

## DESIGN and TECHNOLOGY

<b>Learning:</b> <ul style="list-style-type: none"><li>Students will explore and use a range of digital systems including peripheral devices and create a digital solution using a visual programming language.</li></ul>
<b>Assessment:</b> <ul style="list-style-type: none"><li>Assessment of student learning will be gathered from a design challenge and project using digital device.</li></ul>

## HEALTH and PHYSICAL EDUCATION (HPE)

<b>Learning: Physical Education</b> <ul style="list-style-type: none"><li>Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games.</li></ul>	<b>Learning: Physical Education</b> <ul style="list-style-type: none"><li>Students will practise and refine fundamental movement skills to perform various aquatic skills and the recognised strokes of freestyle, backstroke and breaststroke in multiple swimming sequences. They will examine the benefits of being healthy and physically active, and how they relate to swimming.</li></ul>
<b>Assessment: Physical Education</b> <ul style="list-style-type: none"><li>Students apply strategies for working cooperatively and to apply rules fairly. Students refine striking and fielding skills and concepts in active play and games. Students apply skills, concepts and strategies to solve movement challenges in striking and fielding games.</li></ul>	<b>Assessment: Physical Education</b> <ul style="list-style-type: none"><li>Students perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences. They describe the benefits of being healthy and physically active and how they relate to swimming.</li></ul>
<b>Learning: Health</b> <ul style="list-style-type: none"><li>Students investigate the concepts of physical activity and sedentary behaviours while searching the recommendations of physical activity for 5 to 12-year olds. They explore the benefits of physical activity and investigate ways to increase physical activity.</li></ul>	
<b>Assessment: Health</b> <ul style="list-style-type: none"><li>Students conduct a survey to collect data on play activity options in the school playground and suggest other games/ activities that match their interests.</li></ul>	

## THE ARTS

<b>Learning: Dance</b> <ul style="list-style-type: none"><li>Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</li></ul>
<b>Assessment: Dance</b> <ul style="list-style-type: none"><li>Students perform, choreograph and respond to dance used in celebrations from a range of cultures and communities.</li></ul>
<b>Learning: Music</b> <ul style="list-style-type: none"><li>Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding.</li></ul>
<b>Assessment: Music</b> <ul style="list-style-type: none"><li>Students compose, perform and respond to music about different places.</li></ul>

## JAPANESE

**Learning:**

In this unit, students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.

Students will:

- inform others about the characteristics of and preferences for foods in their lunch boxes
- identify language commonalities such as shared words
- analyse and understand the systems of language relating to grammar and script recognition
- participate in intercultural experiences to identify similarities and differences regarding the presentation of food and lunchtime eating practices.

**Assessment:**

Students present information and describe favourite lunch foods, using formulaic language patterns.

## GENERAL CAPABILITIES – ICT

- Classroom teachers are supported to complete assessment that uses ICTs in all curriculum areas.

**Learning:**

- Investigating with ICT
- Creating with ICT

**Learning:**

- Managing and operating ICT

Yours Sincerely

Year 3 Teaching Team

Sharon Jones

Principal