



Curriculum Overview

Year 3



In Term 1, we will be learning about the following topics in each curriculum area:

English:

Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text.

They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances.

Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.

Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.

Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.

This learning area will be taught, assessed and reported on.

Mathematics:

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.

This learning area will be taught, assessed and reported on.

Science:

Every day we see or use things that have been melted or frozen, heated or cooled. All around us are items that we find both useful and attractive that have been moulded into different shapes using heating and cooling. These can range from cast iron frying pans and plastic rubbish bins to chocolate bilbies. Understanding the properties of materials and how they change state under different conditions can help materials scientists to develop even more extraordinary products to help improve our quality of life.

While exploring how solids or liquids are influenced by temperature, students experience the way items from their everyday lives can change. Through hands-on investigations, students investigate how the size of the pieces affects the melting time of chocolate.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences:

Inquiry questions:

- How do people contribute to their unique communities?

In this unit, students:

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE)- Specialist:

Students demonstrate and apply protective behaviours to stay safe and support others. They practise assertive behaviours and the ability to seek, give or deny permission respectfully. Students identify help-seeking strategies, recognise safe places and rehearse how and who to ask for help. Through role-plays, discussions and play, students practise assertive behaviours, such as saying yes and no, using body language, cues and gestures. They demonstrate and describe skills and strategies to develop respectful relationships.

This learning area will be taught, assessed and reported on.

The Arts -Specialist:

In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

Students will:

- explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue
- use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama
- shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama
- identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons.

This learning area will be taught, assessed and reported on in the Semester Two report card.

Design Technology- Specialist

To continue to develop important digital literacy skills to enable students to engage with the curriculum using digital technology.

This learning area will be taught, assessed and reported on in the Semester Two report card.