



Curriculum Overview

Year 3



In Term 2, we will be learning about the following topics in each curriculum area:

English:

Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas, such as planets in the Solar System.

Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features.

Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.

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

Mathematics:

Number and Algebra

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context
- make estimates when solving problems to determine the reasonableness of calculations when checking the solution

Measurement

- use metric units to measure and compare events and duration
- recognise the relationship between dollars and cents and learn to represent money values in different ways

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

Science: Earth and Space Sciences: Night and Day

Students explore the relationships between the Sun, Earth and Moon and how they help us understand how we experience day and night on Earth. It also helps us understand directions in terms of North, South, East and West, how time is based on the apparent movement of the Sun across the sky and how time can be determined using a sundial.

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

Humanities and Social Sciences: Our Unique Communities

Students will continue to study the unit called "Our Unique Communities." They will identify the importance of different celebrations and commemorations for different groups; identify and describe how commemorations have changed and remained the same over time; pose questions and locate and collect information from sources about a commemoration. They will communicate their ideas and findings in written form. Students will explore Anzac Day, Chinese New Year, Diwali and the Moon Festival.

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

Health and Physical Education (HPE):

Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions.

Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.

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

The Arts -Music:

Weeks 1-4- Drama

In this unit, students make and respond to drama by exploring dramatic conventions through the context of endangered animals.

By the end of the Unit, students must work collaboratively in small groups to make performances that include:

- a landscape
- drama conventions, such as narration, soundscape, freeze-frame, collective role-play
- use a scripted drama
- a clear message, dramatic point or intention

Week 5 onwards- Visual Art

In this 6 week unit, students will explore different art techniques through the context of landscapes.

Students will:

- explore visual conventions (mixed media, surface manipulation)
- represent ideas (display / art conversations / reflections)
- compare artworks and use art terminology to communicate meaning

This learning area will be taught, and through the subject of Drama, assessed and reported on.

Design Technology-

Students design, make, evaluate and reflect on their own model boat. They make one prototype to develop their ideas and skills, and then alter it or create a "better quality" boat after testing.

This learning area will be taught, but not assessed and reported on until Semester Two.