



Curriculum Overview

Year 3



In Term 3, we will be learning about the following topics in each curriculum area:

English:

Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses.

These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas.

Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers.

Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.

Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.

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

Mathematics:

Number

- recognise and represent unit fractions and multiples in different ways, communicating solutions within a modelling context
- 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
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context

Space

- determine key features of objects and spaces including angles, and use these when building models and spatial representations
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems

Measurement

- use metric units to measure and compare objects
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- recognise the relationship between dollars and cents and learn to represent money values in different ways

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

Science:

Humans have always sought to make sense of the world around them by grouping things they see, such as edible, threatening or useful. Scientists develop classification systems to try to understand the diversity of life and how species are related throughout history. As more and more species disappear from the face of the Earth, we are caught up in a race to discover what we never knew we had.

This unit provides opportunities for students to explore features of living things, and ways they can be grouped together. Through hands-on activities, students explore how living things can be grouped on the basis of observable features and can be distinguished from non-living things. They use this knowledge to investigate the animal groups in the leaf litter of their own school ground.

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

Humanities and Social Sciences: Exploring places near and far

In this unit, students will explore the similarities and differences between places at a local scale by examining their diverse characteristics and the connections people have with them. They interpret and represent geographical data using maps and other formats, and apply civics knowledge by considering democratic decision-making, rules in the community, and individual actions related to local issues.

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

Health and Physical Education (HPE):

Students interpret health information and messages and reflect on how they affect decisions and behaviours to enhance their health, safety, relationships and wellbeing.

Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations.

Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations.

Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships.

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

The Arts -

Music (14 weeks)

During this 13-week unit across Terms 2 and 3, students will listen to, create, and perform music while exploring how tempo, pitch, and volume are used. They will work together to make music that expresses ideas and practise performing with accuracy and rhythm.

Dance (6 Weeks)

Students are exploring how dance can communicate stories, ideas and cultural traditions.

This learning area will be taught, assessed and reported on. Music will be taught, assessed and reported in the Semester Two report card, while Dance will be taught across Semester Two, but not assessed and reported on.

Design Technology-

Students explore how people use technologies to grow food, comparing traditional Aboriginal and Torres Strait Islander technologies with modern gardening and farming technologies.

Students draw and label a clear design idea then explain and reflect on their design choices.

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