



Curriculum Overview

Year 3



In Term 4, we will be learning about the following topics in each curriculum area:

English:

Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning.

Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.

Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.

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

Mathematics:

Students develop understandings of:

Number

- manipulate numbers beyond 10 000 using understanding of place value in the base-10 number system, partitioning and regrouping
- develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 2, 3, 4, 5, and 10 multiplication facts through games and meaningful practise

Probability

- develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events
- become increasingly able to understand that different outcomes can be the results of random processes

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

Science: Heating up

Heat is important to us in many ways in our everyday lives. We use heat in practical ways, such as drying our hair, cooking our dinner and warming our water. We enjoy the feel of the Sun's warmth on our skin on a spring day or the satisfying warmth of holding a cup of hot chocolate on a cold winter's night. But we also know about the dangers of heat and react instinctively when we touch a hot stove or walk barefooted on hot sand. However, heat also preoccupies us. We worry about things being too hot or too cold—the daily temperature, our coffee, our food, the water in the shower, how we sleep.

This unit provides opportunities for students to investigate different heat sources and how heat moves from one object to another. Through hands-on activities, students investigate the difference in conductivity of materials.

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:

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.