



# 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):**

HEALTH- I am healthy and active

In this unit, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.

MOVEMENT- Pump it up!

In this unit, students will create and perform movement sequences using fundamental movement skills and the elements of movement.

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

## **The Arts -Music:**

In Dance, with ZING Activ, students are exploring how dance can communicate stories, ideas and cultural traditions. They are developing their performance skills and are beginning to reflect on how dance can be viewed and interpreted in different ways. They are learning to use the elements of dance to choreograph simple movement sequences.

*This subject (Dance) will be taught, but not assessed and reported on.*

## **Design Technology- A Boat that Floats**

(Taught across terms 2, 3 & 4)

Students will 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, assessed and reported on in the Semester Two report card.*