



Year 3 2024 Term Four - Curriculum Overview



School Priorities 2024

Quality Teaching

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



Student Success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



Connected Community

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Colour Run – Wednesday 9th October
Street Science – Thursday 17th October
Senior Swimming Carnival – Wednesday 4th December



ENGLISH – Reading, writing and performing poetry

In this unit, students will listen to, read, view and adapt Australian poems. They will analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students will write and present, to a familiar audience, an adaptation of a poem using appropriate speaking skills. They will read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.

Assessment: Students will write an adaptation of a poem, present a recital of a poem and analyse the features of a poem.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

- **Number and place value** - use number facts to add and subtract larger numbers, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems.
- **Fractions and decimals** - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions.
- **Shape** - make models of three-dimensional objects and identify and explain features.
- **Location and transformation** - represent symmetry, interpret simple maps and plans.
- **Geometric reasoning** - identify angles as measures of turn, compare angle sizes in everyday situations.

Assessment: Students will solve problems using efficient strategies for multiplication and model and represent unit fractions. They will interpret simple maps to show position and identify symmetry in the environment. Students will recognise angles in a real situation. They will identify features of three-dimensional objects and make a model of a three-dimensional object.

SCIENCE – Hot Stuff

This term, students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas and they will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. They will plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. Students will represent their data in tables and simple column graphs to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.

Assessment: Students will conduct an investigation into the behaviour of heat to explain everyday observations and describe how science investigations can be used to respond to questions. They will describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.

HASS – Exploring places near and far

This HASS unit will be taught and assessed across Term 3 and 4. Students will explore the following inquiry question:

- *How and why are places similar and different?*

Students will:

- identify connections between people and the characteristics of places
- describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places
- record and represent data in different formats, including labelled maps using basic cartographic conventions
- explain the role of rules in their community and share their views on an issue related to rule-making
- describe the importance of making decisions democratically and identify the key elements of democratic decision making

Assessment: *Students will identify, describe and interpret data about Australian places. They will research and compare two places to describe the similarities and differences. Students will also explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.*

THE ARTS

This curriculum area was taught and assessed in Term 3.

TECHNOLOGIES

Digital Technologies

In this unit, students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.

Assessment: *Students will describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes, define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input, explain how the solutions meet their purpose.*

JAPANESE

In this unit, students will explore the concept of school life in Japan through language. They will identify common school objects, identify Japanese school language and customs, ask and answer simple questions and read and write hiragana characters and familiar words in Japanese script.

Assessment: *No summative assessment.*

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

In this unit, students will learn about the benefits of being physically active every day and learn strategies so they can write an effective physical activity plan.

Assessment: *Students will use decision-making skills to select and demonstrate strategies that help them stay healthy and active. They will understand the benefits of being healthy and physically active.*

Physical Education

This term, students will perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences.

Assessment: *Students will perform movement sequences using fundamental movement skills and the elements of movement. They will participate in aspects of swimming carnival events.*