

YEAR THREE

KEY LEARNING AREAS

		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH		<p>Unit 2 - Investigating Characters In this unit students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. <i>Exam/Test</i> Assessment task - Reading comprehension Students comprehend literal and implied meaning in a text and identify and explain the author's use of language. <i>Imaginative response – written</i> Assessment task - Imaginative narrative Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters.</p>	<p>Unit 3 - Exploring Character & Setting in Texts In this unit students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. <i>Informative response – oral</i> Assessment task - Procedural presentation Students create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something. <i>Persuasive response – written</i> Assessment task - Persuasive letter Students write a letter to persuade a known audience.</p>	<p>Unit 5 – Examining imaginative texts In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. <i>Short answer questions</i> Assessment task - Reading comprehension Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text. <i>Poster/multimodal presentation</i> Assessment task - Creating a multimodal text Students create a multimodal imaginative text about overcoming a fear, using software.</p>	<p>Unit 6 - Reading, responding to and writing poetry In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. <i>Imaginative response – oral</i> Assessment task - Writing and presenting poetry Students write and present an adaptation of a poem.</p>
MATHS		<p>Unit 1 AT 1 - Representing, adding and subtracting numbers <i>Short answer questions</i> - Students recognise, represent and order numbers. They recognise the connection between addition and subtraction and add and subtract numbers. AT 2 - Conducting a simple chance experiment <i>Short answer questions</i> - Students collect and interpret data from a simple chance experiment. GI – Investigating and measuring length <i>Assignment/project</i> - Students use simple strategies to reason and solve measurement inquiry questions.</p>	<p>Unit 2 AT 1 - Adding, subtracting and partitioning numbers <i>Short answer questions</i> - Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers. GI – Investigating position on maps (assess) Students use simple strategies to reason and solve measurement inquiry questions.</p>	<p>Unit 3 AT 1 – Money eAssessment (optional) <i>Short answer questions</i> - Students represent money values in various ways and correctly count change from financial transactions. AT 1 - Representing multiplication <i>Assignment/Project</i> - Students represent multiplication and solve multiplication problems using a range of strategies AT 2 - Measuring length, mass and capacity using metric units <i>Short answer questions</i> - Students use metric units for length, mass and capacity. AT 3 - Patterning and connecting addition and subtraction <i>Short answer questions</i> - Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction. AT 4 - Telling time to the nearest minute <i>Short answer questions</i> - Students tell time to the nearest minute and solve problems involving time. GI – Investigating the relationship between units of time <i>Written</i> - Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p>Unit 4 AT 1 - Using unit fractions and multiplication <i>Short answer questions</i> - Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions. AT 2 - Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles <i>Short answer questions</i> - Students match positions on maps with given information, and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations. GI – Investigating change (assess) <i>Assignment/project</i> - Students use simple strategies to reason and solve money inquiry questions.</p>
SCIENCE		<p>Unit 1: Is it living? - Biological sciences <i>Supervised assessment</i> Students group living things based on observable features and distinguish them from non-living things.</p>	<p>Unit 4: What's the matter? - Chemical sciences <i>Supervised assessment</i> Students investigate about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings.</p>	<p>Unit 3: Hot stuff - Physical sciences <i>Experimental investigation</i> Students investigate the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students communicate ideas.</p>	<p>Unit 2: Spinning Earth - Earth and space sciences <i>Multimodal presentation</i> Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.</p>
HASS		<p>Unit 1: Our unique communities (History Base) To investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time. <i>Research</i></p>		<p>Unit 2: Exploring places near and far (Geography Base) To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. <i>Collection of work</i></p>	
Health & PE	Personal, Social & Community Health EVEN Years	<p>HEALTH Year 4 – Unit 4 – Netiquette & Online Protocols In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety. <i>Assignment/Project</i></p>		<p>HEALTH YEAR 4 - Unit 1 - Making Healthy Choices Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to Healthy Eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages. <i>Supervised Assessment</i></p>	
	Personal, Social & Community Health ODD Years	<p>HEALTH – Year 3 Unit 1 – Good Friends Students recognise strategies for managing change and identify influences that strengthen identity. They investigate how emotional responses vary and understand how to interact positively with others. <i>Assignment/Project</i></p>		<p>HEALTH – Year 3 Unit 3 – Healthy Futures Students investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting. <i>Research</i></p>	
	Movement & Physical Activity	<p>MOVEMENT Unit 1 – Introduction to T-Ball (SBU) <i>Practical</i> Students will demonstrate striking and fielding during T-ball based activities. They will combine striking and fielding movement to participate in a T-ball game.</p>	<p>MOVEMENT Unit 2 – Take your mark, get set, play Students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individually based activities. Students will apply these skills in simple games and group challenges. <i>Practical</i></p>	<p>MOVEMENT Unit 3 - Having a Ball! In this unit, students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. <i>Practical</i></p>	<p>MOVEMENT Year 3 – Unit 4 – Pump it In this unit, students will create and perform movement sequences using fundamental movement skills and the elements of movement. <i>Practical</i></p>
Technology	Design Tech Digital Tech	<p>ICT Skill Development Students develop capability in using ICT</p>		<p>Unit 1 Design and Technologies Re-purpose it! <i>Portfolio</i> Students repurpose an item of clothing to create another useful item</p>	
The Arts		<p>Drama – Unit 1 – Dramatic Traditions In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. <i>Collection of work</i></p>		<p>Visual Arts – Unit 1 Meaning in Found Objects (assessed) In this unit, students explore the communication of cultural meaning through found objects and surface manipulation. <i>Collection of Work</i></p>	