

Year 3, Semester 1 Key Learning Area Overview		
Learning Area	Overview of Content	Assessment
English Australian Curriculum V9	<p>Term 1 To Persuade Examining and analysing texts with different perspectives. Students listen to, view, read and analyse a range of texts which have a persuasive element. They examine the persuasive language features and how they are used to influence an audience. They use this language to create their own persuasive text. This unit is closely linked to concepts covered in Term 1 Science and HASS (History and Social Studies).</p> <p>To support students writing development they engage in explicit handwriting sessions focused on learning entries, exits and joins in preparation for reading and writing in cursive. Students will also engage in activities that support the development of relevant keyboarding skills in Apps being used to support teaching and learning. They will further develop their skills in how to use punctuation, parts of speech (nouns, verbs, adjectives and adverbs), topic specific vocabulary, high modality (persuasive) words and sentence structures (simple and compound sentences).</p> <p>Students participate in activities to further develop their reading skills by focusing on decoding, vocabulary development, fluency (pace, punctuation, phrasing and expression) and comprehension skills. They identify literal (right there) and implied (hidden) meanings. Students engage in synthetic phonics, vocabulary development activities, guided reading instruction, home reading and Monty reading time.</p>	<p>Speaking and Listening: Persuasive response Students create a persuasive speech. They will be assessed on the use of text structure, high modality words, purpose and audience.</p> <p>Reading and comprehension Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>
	<p>Term 2 To Inform: Information Reports Reading, writing and informative Texts and Information Reports Students listen to, read, view and interpret information texts on animals, people and places. They explore text structure, language choices, visual language features and use of descriptive language in information texts. Students learn that an information report is a non-fiction text which provide the reader with detailed information about a specific topic. Students learn about the genre of information reports and how they differ to other genres we have studied this year. They participate in the deconstruction, reconstruction and the creation of their own information reports. Students plan and create an information report about the life cycle of an animal. This unit is closely linked to Term 2 Science Unit of Work.</p> <p>To support students writing development they engage in explicit handwriting and writing sessions on how to use punctuation, parts of speech (nouns, verbs, adjectives and adverbs), topic specific vocabulary and sentence structures (simple, compound and command sentences). Students will also engage in activities that support the development of relevant keyboarding skills.</p> <p>Students participate in activities to develop their reading skills with a specific focus on furthering their decoding and comprehension skills. They recognise the main idea of a text, identify literal (right there) and implied (hidden) meanings.</p>	<p>Written: Information Report Students write an information report on the life cycle of an animal</p> <p>Reading and Viewing Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>

	Students monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.	
Maths Australian Curriculum V9	<p>Term 1 Focus Concepts:</p> <ul style="list-style-type: none"> • Revision of Number names and counting to 1000, ordering, • Quantity and Place Value to 1000 • Applying Number lines to scales • Horizontal Addition and Subtraction • Measuring and Estimating Length, Mass and Volume <p>Students explore and participate in activities investigating number names and concepts for four-digit (up to 9,999) numbers. They count, order, partition (break numbers into parts) numbers, and continue number patterns. Students investigate the relationship between addition and subtraction and use this information to develop efficient strategies for solving mathematical challenges.</p> <p>Students use familiar metric units to order and compare objects and explain their measurement tools and choices. They further their knowledge of mass.</p>	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, order, subitise and partition numbers to 10 000. They also complete assessment tasks designed to demonstrate their understanding, fluency, problem solving and reasoning skills.</p> <p>Students order and compare objects using metric units and explain their measurement tools and choices.</p>
	<p>Term 2 Focus Concepts:</p> <ul style="list-style-type: none"> • Quantity and Place Value to 1000 • Number lines • Multiplicative Thinking through area, arrays and repeated addition • Division • Revision of fractions of shapes and groups • Area • Time <p>Students further develop their understanding of place value through exploration of numbers to 10 000. They recognise, model, read, write, partition, classify numbers as odd or even and order numbers on number lines. Students investigate and describe counting patterns, make connections between skip counting (counting in 2's, 5's and 10's) repeated addition and multiplication. They engage in challenging mathematical problems developing strategies and checking their thinking. They create representations to assist their mathematical concept development.</p> <p>Students read time to five-minute intervals and use calendars. They recognise and name familiar and unfamiliar 3D shapes, describe and draw the features of 3D shapes.</p>	<p>Students' complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include:</p> <ul style="list-style-type: none"> • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Fluency tasks • Short answer response assessments which may be digital or paper based.
Science Australian Curriculum V9	<p>Term 1 Earth and Space Sciences – Rocks, Soils and Minerals</p> <p>Students will describe the properties of soils, rocks and minerals and their importance as resources. They will group and classify these objects and compare characteristics. Students will represent their investigations and experiments using tables and graphs with the Numbers App. They will compare patterns and relationships. They will identify what is a fair test, make predictions and explain their findings using their data.</p>	<p>Students plan, conduct, investigate, pose questions and predict outcomes into types of rocks, soils and minerals classifying and comparing these materials. They will use data to represent and explain their findings via the use of the Numbers App. They will follow procedures and identify what makes a fair test.</p>

	<p>Term 2 Biological Science Students learn about the features of living and non-living things. They learn that living things can be grouped in different ways, based on their observable features. They will also learn how animals change as they grow, how science is used to care for animals and the differences and similarities between different animals' life cycles. This unit of work is closely linked to English Curriculum</p> <p>Students describe and use diagrams to communicate their ideas and understandings. Students detect similarities between objects, living things and animal life cycles. They discuss questions for investigation and respond to at least one question through a structured science inquiry.</p>	<p>Students will be assessed on their ability to recognise the similarities and differences between the observable features of living things. They group them according to these features through both written assessment (Venn diagram / Mind Map) and hands-on investigations. Students will also draw and describe, using scientific vocabulary where appropriate, the life stages / cycle of an animal, identifying key stages in development. They will present this information through diagrams and descriptions and compare animal life cycles using scientific language.</p>
HASS	<p>Term 1 Civics and Citizenship – Students develop understanding about democracy, laws and citizens and citizenship, diversity and identity. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).</p> <p>They do this by answering the following inquiry questions:</p> <ul style="list-style-type: none"> • How are decisions made democratically? • Why do we make rules? • How can I participate in my community? 	<p>Assessment - Collection of Work: Students identify, describe and interpret rules at home, school and in the community. They explain the importance of making decisions democratically and provide examples of this via the creation of their own island nations and the rules they would have to make it successful.</p>
	<p>Term 2 Celebrations, Commemorations and Communities Students will explore aspects of their community that have changed and remained the same over time. They develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).</p> <p>They do this by answering the following inquiry questions:</p> <ul style="list-style-type: none"> • Who lived here first and how do we know? • How has our community changed? What features have been lost and what features have been retained? • What is the nature of the contribution made by different groups and individuals in the community? • How and why do people choose to remember significant events of the past? 	<p>Students investigate a celebration or commemoration and pose questions about the event to find out about it. They create a portfolio of work to demonstrate what they have learned including a Venn diagram comparing the local community in the past to the present day. They will use this to identify the aspects of the community that have changed and those that have stayed the same. Students will also conduct a survey collect data and present their data in different digital formats. They will interpret the data to draw conclusions about how people participate in their community.</p>

Technologies	<p>Design Technologies</p> <p>Students explore and investigate materials, tools and equipment including their purpose and how they meet the needs of the situation. They develop design ideas and communicate these using annotated drawings. Students select suitable materials to make an insect / bee hotel and describe how their environment is suitable and the reasons why decisions were made, problems faced and how they were resolved. They will evaluate their design based on set criteria and explain how the environment meets the needs of bees. This involves students developing new perspectives and engaging in different forms of evaluating and critiquing of materials, processes and environments based on personal knowledge and preference.</p>	<p>Students participate in design and construction activities. They apply design technology processes to design, make and appraise a Insect Hotel (environment) suitable for a local insects ie Bees. They will evaluate their diorama based on set criteria and explain how the Insect Hotel (environment) meets the needs of the identified insects.</p>
The Arts	<p>Media Arts</p> <p>Students will demonstrate their knowledge and skills by creating character animations to deliver the stories told in short, humorous poems. Students will explore representations of people from their community to develop animated characters considering animated forms, facial expressions, character development, composition, text and sound in media delivery to engage the audience. Productions will be shared in digital form and potentially published in the school newsletter. Students will discuss similarities and differences in content, structure and animation approaches. Students will describe and discuss intended purposes and meaning of media artworks unit media arts key concepts.</p>	<p>Students will create a short animation of characters enacting a story from a chosen humour poem (approx. 30 secs). Creations will be shared in digital form and published on SeeSaw with the option of featuring in the school newsletter.</p> <p>Students will not be summatively assessed on this learning area during this semester.</p>
	<p>Music</p> <p>By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.</p> <p>Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</p>	<p>Music</p> <p>Composing and Performing</p> <p>Students identify notes that they read on a treble clef. They demonstrate their aural skills through a variety of written and aural activities by singing and playing instruments with accurate pitch and rhythm.</p>
	<p>Drama</p> <p>Students explore the fundamentals of drama and respond to drama by using a text as a stimulus. They will describe the similarities and differences between the drama that they make and the drama that they view. Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will explore ideas and narrative structures through roles and situations describing and discussing similarities and differences between fairy tale dramas.</p>	<p>Performing</p> <p>Students work collaboratively using relationships, tension, time and narrative structure to communicate their ideas in their own fairy tale presentation.</p> <p>Responding</p> <p>They will communicate an understanding of responding to drama by changing the relationships between characters though tension, time, place and body gestures.</p>
Health and Physical Education Australian Curriculum V9	<p>Term 1</p> <p>Health</p> <p>Topic 1: Personal and social awareness</p> <p>Theme A: Gender stereotypes, choices and behaviours</p> <p>Students begin to explore personal and social factors that support and contribute to their identities through the lens of gender stereotypes. They investigate gender stereotypes and how these stereotypes may influence their own and others choices and behaviour. They reflect on how stereotypes have</p>	<p>Health</p> <p>Students complete a short answer response identifying setbacks that have occurred due to the circumstances that an individual has faced and reflect on the influence that they might have had on an individual. They will also respond to a given scenario focused on stereotypes and explain how being discriminated against</p>

	<p>evolved from history, culture and social expectations. Students complete a short answer response identifying influences on identity. They also describe and identify gender stereotypes and if these stereotypes are fair or unfair. Students suggest an alternative action to a gender stereotypical situation to promote inclusion.</p> <p>Term 2 Health Topic 2: Respectful interactions Theme A: Upholding human rights In this unit, students will explore the difference between, needs, wants and human rights. They will engage in activities that investigate the conventions of the right of the child and the responsibilities of adults and children for these to be imbedded. Students will demonstrate their knowledge and understanding of these concepts by describing the terms 'rights' and responsibilities, describing the responsibilities they have for themselves and other and how they can stand up for their rights and defend the rights of others.</p> <p>Physical Education Students will explore how they can refine fundamental movements skills through participation in traditional indigenous games exploring the traditional equipment, skills, and stories. Students will participate in games in which they will work together to discuss how to add fair play rules and how to interact with each other.</p> <p>Physical Education In this unit, students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defense challenges faced during games. They will also apply strategies for working cooperatively and apply rules fairly.</p>	<p>may impact a person's opportunities and well-being.</p> <p>Health They will also respond to a given scenario focused on stereotypes and explain how being discriminated against may impact a person's opportunities and well-being.</p> <p>Physical Education Students will explore how they can refine fundamental movements skills in a range of movement situations. Students will explore how they can use the fundamental movements to compete and work cooperatively in games.</p>
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