Year 3, Semester 1 Key Learning Area Overview		
Learning Area	Overview of Content	Assessment
English	**Term 1** **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 texts. 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, high modality (persuasive) words and sentence structures (simple and compound sentences). Students participate in activities to develop their reading skills with a specific focus on furthering decoding and comprehension skills. They recognise the main idea of a text, identify literal (right there) and implied (hidden) meanings. Students engage in sight words, synthetic phonics, vocabulary, guided reading, home reading and Monty reading time.	**Written:** Persuasive Students create a persuasive text. They will be assessed on the text structure, use of high modality words, purpose and audience of the text. **Reading and comprehension:** Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.
	Term 2 **Reading, writing and performing poetry** Students listen to, read, view and explore a wide variety of poems. They analyse texts by exploring the context, purpose, characters, setting and audience and how language features and language devices can be adapted to create new meaning. 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 and compound sentences). 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, home reading and Monty reading time.	**Written & Oral: Imaginative poetry response** Students write and present a poem highlighting language features and devices through the use of pace, pitch, tone, volume and gesture. **Reading and comprehension:** Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.
Maths	**Term 1** **Focus Concepts:** • 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	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. Students use familiar metric units to order and compare objects and explain their measurement tools and choices.

	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. Students use familiar metric units to order and compare objects and explain their measurement tools and choices. They further their knowledge of mass.	
	Term 2 **Focus Concepts:** • 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 • Volume • 3D Shapes Students further develop their understanding of place value through exploration of numbers to 1000. 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. Students read time to five-minute intervals, use calendars and measure length in metres and capacity. Students recognise and name familiar and unfamiliar 3D shapes, describe and draw the features of 3D shapes.	Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include: • 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. Students' knowledge of 2D and 3D objects and their characteristics are assessed through the creation of 2D and 3D models.
Science	**Term 1** **Biological Science** Students learn about the features of living things. They learn that living things can be grouped in different ways, on the basis of their features. Students describe and use diagrams to communicate their ideas and understandings. They discuss questions for investigation and respond to at least one question through a structured science inquiry of living and non-living things.	Students are 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 (creating a creature). Students complete a Venn diagram comparing two organisms and draw conclusions about features that are common to living things. They make a creature and use a branching key to classify the creature.

	Term 2 **Earth and Space Science** What causes day and night? The rising of the Sun and the Moon are daily reminders of the awe and wonder, beauty and power of the universe. Studying the relationships between the Sun, Earth and Moon helps us understand how we experience day and night on Earth. It also helps us understand directions in terms of North, East, South and West, how time is based on the apparent movement of the Sun across the sky and how time can be determined using a sundial. Students will explore the size, shape, position and movement of the Sun, Earth and Moon. They will investigate how shadows change throughout the day and link these changes to the Sun's apparent movement across the sky. Students role-play the movements of the Earth in relation to the Sun and Moon. Through investigations, they explain night and day in terms of the Earth spinning on its axis.	Students plan and conduct an investigation into the change in the size of shadows throughout the day using a sundial that they have made. They also complete a folio of work including photos of hands on activities, annotated drawings and records of the suns position and the location and movement of shadows over the course of a day.
HASS	**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). They do this by answering the following inquiry questions: • How are decisions made democratically? • Why do we make rules? • How can I participate in my community?	**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
	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). They do this by answering the following inquiry questions: • Who lived here first and how do we know?	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.

	• 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?	
Technologies	**Design Technologies** Students explore and investigate materials, tools and equipment including their purpose and how they meet the needs of the situation. They reflect on their participation in a design process. 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.	Students participate in design and construction activities. They apply design technology processes to design, make and appraise a diorama (environment) suitable for a class pet. They will evaluate their diorama based on set criteria and explain how the diorama (environment) meets the needs of the pet they have identified.
The Arts	**Media Arts** Students will demonstrate their knowledge and skills within the area of Media Arts by creating a television advertisement encouraging fellow students to join in a school event or club activity. Students will explore representations of people from their community, setting, ideas and story structure in advertising and persuasive presentations. The focus of this unit will be moving images, and student will create their advertisements using iMovie. Advertisements will be shared in digital form. This unit complements persuasive texts which students learning about in English during term 1. This unit complements drama and music taught during Semester 1 and it explores scripting and may include songs.	Students will plan and create an appropriate advertisement for a school event using iMovie app. They will share, compare and discuss similarities and differences between media artworks viewed and made with reference to media arts elements and principles.
	Music Students will further develop their musical skills by exploring, imitating recognising elements of music. They will discuss how these elements of music are identified and used in other's performances as well as in their own. They will further develop their understandings of how a sound is played and how it is written. Students will learn how to describe the sounds they hear in a piece of music, become familiar with tempo and volume and demonstrate skills through singing, playing instruments and musical games.	**Music** **Responding** Students discuss how they and others use the elements of music in performances and compositions. **Composing and Performing** Students demonstrate their aural skills through a variety of written and aural activities by singing and playing instruments with accurate pitch, rhythm and expression.
	Drama Students explore the fundamentals of drama and respond to drama by using Fairy Tales 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. They will communicate an understanding of responding to drama by	Students describe and discuss similarities and differences between fairy tale dramas. Working collaborate they will use relationships, tension, time and narrative structure to communicate their ideas in their own fairy tale presentation.

	changing the relationships between characters though tension, time, and body gestures.	
Health and Physical Education	**Term 1** **Movement** Students will revise the skills of throwing and catching and will refine these skills through netball and basketball games. 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 **Term 2** **Health** Students explore local resources available to them to support health, safety, and wellbeing. Students will view and interpret health messages. Students will also investigate the concepts of physical activity and healthy eating by exploring the recommendations of physical activity for 5-12-year-old, and the Australian Guide to Healthy Eating. Students will examine the benefits of a healthy and active lifestyle through health messages from a range of sources to determine the choices, behaviours and outcomes conveyed. **Movement** Students will explore how they can refine fundamental movements skills to build the foundations to Athletic events. Students will explore how they can use the fundamental movements to compete in High Jump, Shot Put, 100m, 200m, and relay races.	**Term 1** **Movement** Students will be assessed on their fundamental movement skills of throwing and catching; apply movement concepts and strategies in games and to solve challenges. They will also identify the benefits of being physically active. **Term 2** **Health** Students identify health resources and assist characters via case studies to achieve a healthy and active lifestyle. Students examine health messages and form opinions based on the information. **Movement** Students will be assessed on their ability to demonstrate the specialised skills. They will be assessed on high jump, shot put, 100m, 200m running