

Year 3, Semester 2 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
English	<p>Term 3 To Inform: Information Report Reading, writing and exploring 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 or procedure. 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 create an information report about one of Australia's neighbouring countries – <i>Papua New Guinea, Indonesia, East Timor, The Solomon Islands, Vanuatu, New Zealand, New Caledonia</i>. This links to their learning in Geography.</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).</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. Students monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.</p>	<p>Written: Information Report Students write an information report about one of Australia's neighbouring countries (<i>Papua New Guinea, Indonesia, East Timor, The Solomon Islands, Vanuatu, New Zealand, New Caledonia</i>). Students include information about geography and culture using appropriate structure, topic specific vocabulary, spelling, grammar and punctuation.</p> <p>Reading: Reading and comprehension: Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>
	<p>Term 4 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.</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 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 participate in guided reading sessions and work in small groups. In these groups and in modelled</p>	<p>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. They will be assessed on the text structure, ability to maintain rhythm within their poem, and their use of vocabulary.</p> <p>Reading and comprehension: Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>

	reading lessons, students are taught strategies to build literal and inferred meaning in texts.	
Maths	<p>Term 3</p> <p>Students explore and participate in activities investigating number names, sequences and concepts for three (100 to 999) and four-digit (up to 9,999) numbers. They count, order, flexibly partition (break numbers into parts) numbers, and continue number patterns. Students investigate the part part whole model in relationship to multiplication and division situations and add and subtract two and three-digit numbers. They recall multiplication number facts and develop efficient strategies for solving mathematical challenges.</p> <p>Students will identify everyday events that involve chance and describe events as likely, unlikely, certain and impossible. Students will collect, record and display data, and describe outcomes of data investigations.</p> <p>Students represent and compare fractions of shapes and collections, represent familiar fractions, solve simple problems involving, halves, thirds, quarters and eighths.</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. 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. • Reading and creating simple grid maps. • Following directions or giving directions to a specific location • Collecting and representing data Students collect, organise and represent data to make simple inferences.
	<p>Term 4</p> <p>Students further develop their understanding of place value through exploration of numbers to 10 000. They recognise, model, read, write, complete standard and non-standard partitioning, Students investigate and describe the part part whole model in relationship to addition, subtraction, multiplication and division situations. They add and subtract two and three-digit numbers. Students recall multiplication number facts using efficient mental calculation strategies. They engage in challenging mathematical problems developing strategies and checking their thinking. They create representations to assist their mathematical concept development.</p> <p>Students represent positions on a simple grid map, describe positions, and represent movement and pathways on a simple grid map.</p> <p>Students engage and participate in activities investigating Transformations. They describe the effect of transformations including turns, flips and slides - identify turns, flips and slides in real world situations.</p> <p>Students use familiar metric units to order and compare objects and explain their measurement tools and choices. They further their knowledge of area and mass.</p> <p>Students identify angles in the environment, construct angles and compare the size of familiar angles in everyday situations. They identify symmetry in the</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.

	environment and investigate angles in real life contexts.	
Science	<p>Term 3 Chemical Sciences</p> <p>Every day we see or use things that have been melted or frozen, heated or cooled. All around us are items that we find both useful and attractive that have been moulded into different shapes using heating and cooling. These can range from cast iron frying pans and plastic rubbish bins to chocolate bilbies. In this unit of science, students describe everyday phenomena involving heat and its uses. They explore objects that produce heat or are able to be heated by another object. Students investigate the effects of heat and the movement of heat (heat transfer) to explain aspects of this phenomena. They develop their understandings of the properties of materials and how they change state under different conditions. Students learn how science knowing this can help scientists to develop even more extraordinary products to help improve our quality of life.</p>	Students investigate, pose questions and predict outcomes on heat sources, objects that produce heat, heat transfer in relation to materials that conduct heat. Students follow procedures, collect observations, record their findings and answer their questions.
	<p>Term 4 Physical Science</p> <p>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. In this unit, students explore the way that heat moves between objects. They discuss hot objects that can be found around the home and the materials that these objects are made of. Students use the terms conductors and insulators.</p>	Students investigate, pose questions and predict outcomes on heat and heat transfer in relation to materials that conduct heat. They follow procedures, collect observations, record their findings and answer their questions. Students are assessed on their ability to identify heat sources and classify them in terms of how they produce heat, and to undertake a scientific investigation.
HASS	<p>Geography</p> <p>Students will investigate the location of Australia's neighbouring countries and the diverse characteristics of their places. They use a globe, to locate some of Australia's neighbours. Students describe the similarities and differences between their local place and places in neighbouring countries (for example, Indonesia, Pacific Island nations) in their natural and human characteristics. Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).</p>	Students identify the importance of built and natural features in a place and use their learning to plan and build a nature play village incorporating these. They record and represent data in different formats, including labelled maps using basic cartographic conventions (BOLTs). They will reflect on their learning to suggest individual actions in response to an issue or challenge. Students will communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.
Technologies	<p>Digital Technologies</p> <p>Students will explore and use a range of digital systems (hardware and software) including peripheral devices and how they can be used for different</p>	Students demonstrate their knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a

	<p>purposes. They will use these to create a digital solution, using specific visual programming language. The students safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used. This unit is closely linked to Term 4 Science unit of Work.</p>	<p>digital solution using visual programming language They create a Scratch game to demonstrate their understanding of digital programming and debugging and consolidate their peer's understanding of science concepts covered during Term 4.</p>
The Arts	<p>Term 3 Drama Students explore the fundamentals of drama and respond to drama by using a Traditional First Nations Peoples story 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 changing the relationships between characters through dialog, body gestures and movements.</p>	<p>Drama Students will demonstrate their ability to devise, respond to and perform drama. They will develop a drama performance based on a Traditional First Nations Peoples story and consider the other viewpoints on drama that has been viewed</p>
	<p>Media Arts 3 & 4 Students will demonstrate their knowledge and skills by collaborating in teams to create a wildlife TV segment about a vulnerable species. Students will explore different media artworks to identify similarities and differences., intended purposes and meanings. They will observe and analyse the media arts elements used in film. Students will apply their knowledge by planning, filming, and editing to hone their creative skills.</p>	<p>Media Arts Students will collaborate to plan and create their own wildlife TV show using the appropriate conventions that have been explored throughout the term.</p>
	<p>Term 4 Dance Students will describe and discuss similarities and difference between the dance they make and the dances they view. They will further develop their understandings of dance adding and combining structured movements into sequences using dance fundamentals to choreographic a story that represents one of the four elements of matter; fire, water, wind or earth. They will improve their technical skills through safe dance practice.</p>	<p>Dance Students will select, rehearse and present a dance routine using dance fundamentals to choreographic a story that represents one of the four elements of matter; fire, water, wind or earth. They will also demonstrate safe dance practices. Students will discuss dance elements and respond to dances performed by others.</p>
Health and Physical Education	<p>Term 3 Health Students identify local resources to support their health, safety and wellbeing. Students describe strategies to make the classroom and playground healthy, safe and active spaces.</p> <p>Movement Students in this unit will explore the elements of dance, students will explore these elements through line dancing. Students will then take these new elements and create a small group dance to perform at the conclusion of the term.</p> <p>Term 4</p>	<p>To recognise strategies for managing change and identify influences that strengthen identity. To investigate how emotional responses, vary and understand how to interact positively with others.</p> <p>Observation of students participating in movement activities.</p>

	<p>Health Students recognise strategies for managing change. They investigate how emotional responses vary and understand how to interact positively with others.</p> <p>Movement Students will participate in a variety of different traditional Indigenous games where they will be given opportunities to demonstrate a range of fundamental movement skills. They will also apply strategies for working cooperatively and apply rules fairly.</p>	<p>Health Assessment Students recognise strategies for managing change. They investigate how emotional responses, vary and understand how to interact positively with others.</p> <p>Movement Assessment Observation of students participating in movement activities.</p>
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