

Woollooin State School Year 3 Curriculum Overview

		Semester 1			Semester 2		
English		<p>Analysing and creating persuasive texts Students read, view and analyse persuasive texts. In a monitoring task students will write a series of short written persuasive texts.</p>	<p>Investigating characters 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. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p>	<p>Exploring character and 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. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</p>	<p>Examining stories from different perspectives In this unit students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.</p>	<p>Examining imaginative texts Students interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Reading, writing and performing poetry. 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. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students 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.</p>
		<p>Number and place value - Number and place value - count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts. Measurement - - tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres. Data representation and interpretation - Data representation and interpretation - collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations. Chance - conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments.</p>	<p>Number and place value - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. Fractions and decimals - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections. Money and financial mathematics - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. Patterns and algebra - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. Shape - identify and describe the features of familiar three-dimensional objects, make models of three-dimensional objects. Location and transformation - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical. Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.</p>	<p>Number and place value - count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. Money and financial mathematics - represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals Fractions and decimals - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. Patterns and algebra - identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns. Measurement - use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analog clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts.</p>	<p>Number and place value - recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use part-part-whole thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, 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. Financial mathematics - count the change required for simple transactions to the nearest five cents. Measurement - measure, order and compare objects using familiar metric units of length, mass and capacity Shape - make models of three-dimensional objects. Location and transformation - represent symmetry, interpret simple maps and plans. Geometric reasoning - identify angles as measures of turn, compare angle sizes in everyday situations. Chance - conduct chance experiments, make predictions based on data displays. Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question,</p>		
Mathematics							

Science	<p>Is it living? Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things..</p>	<p>Spinning Earth Students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes..</p>	<p>Hot stuff Students 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. They will use their experiences to identify questions about heat energy and make predictions about investigations.</p>	<p>What's the matter? Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions.</p>
HASS	<p>Inquiry question: <i>How do people contribute to their unique communities?</i></p> <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 		<p>Inquiry question: <i>How and why are places similar and different?</i></p> <ul style="list-style-type: none"> • 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 • interpret data to identify and describe simple distributions and draw simple conclusions • 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 propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	
ARTS	<p>Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create art works. Typically, students will:</p> <ul style="list-style-type: none"> • Dance, create dances to tell a story • Drama, develop performances from stories or picture books • Media Arts, use technologies to change images, add words and record sounds • Music, sing and explore instruments to create music • Visual Arts, look at an artist's work and create their own, experimenting with materials, such as paint, crayons, markers and colour pencils. 			
Technologies	<p>Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies. Typically, students will:</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> • draw, label and model ideas when designing and producing solutions such as creating a toy that moves <p>plan steps to produce solutions and learn to manage their time</p> <p>Digital Technologies</p> <ul style="list-style-type: none"> • identify and learn how to follow safety rules when working online • identify problems and solve them, for example, identifying stages of a game and decisions that a player must make to win • create a range of digital solutions, such as coding simple interactive games. 			
HPE	<p>Students learn about changes they experience as they grow up, valuing difference in others. They develop more complicated movement skills. Typically, students will:</p> <ul style="list-style-type: none"> • talk about challenge, risk, success and failure, and how these affect the way they see themselves • keep themselves and others safe and healthy in and out of the classroom • build positive relationships and become more aware of emotions • understand their own family background, and value all people and cultures including their own • play games in a range of outdoor places • improve their skills in different activities • use rules, scoring, tactics, fair play and teamwork. 			