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|  | **Year 3 Term Overview** | Term 1  2024 |

**Curriculum Focus**

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| **English** | **Mathematics** |
| **Unit work:**   * Read class novel *Matty Forever* and answer comprehension questions * Write a narrative based around completing a feat or challenge * Analyse the features of a narrative (structure, noun groups, descriptive verbs, character and setting descriptions, creating tension, cohesive storylines, sizzling starts, strong endings) * Transfer this knowledge into their written work   **Spelling:**   * Regular spelling lessons with phonics focus * PLD Phonics program * Students grouped using spelling data so that specific sounds can be targeted * Spelling activities completed for homework   **Reading Groups:**   * Decodable texts * Fluency * Comprehension * Texts relating to other learning areas * Reading for enjoyment | **Number**   * Build an understanding of number to recognise, model, represent and order numbers to at least 10 000 * Developing mental computation strategies (doubles, near doubles, rainbow facts, splitting small numbers to make ‘neat’ sums) * Perform simple addition and subtraction calculations using a variety of strategies * Solving word problems   **Space**   * Using positional language correctly * Giving and following directions * Interpreting and creating a map   **Statistics:**   * Collecting and displaying data efficiently through the use of tables, picture graphs and column graphs * Interpreting data collected * Making inferences about unknown data |
| **Science** | **Humanities and Social Sciences** |
| Our inquiry question this term will be*:*  *How does the Earth rotating on its axis around the sun affect changes such as day and night, sunrise and sunset and shadows?*  Students will develop an understanding that the Earth’s rotation on its axis causes regular changes. They make predictions, observe, experiment, explain sunrise and sunset and create graphs in relation to day and night, shadows, using the sun to tell time (sundials).  We will also be viewing changes in the phases of the moon. | In HASS students will explain how and why people participate in and contribute to the Ascot communities. They will identify events and aspects of the past that have significance in the present and describe aspects of their community that have changed and remained the same over time. |
| **Technologies (Semester 1)** | **The Arts** |
| In this unit students will explore the inquiry question: *How might I design an inclusive and sustainable community garden that suits the needs of the wider community of Ascot State School?*  They will:   * Follow the LAUNCH cycle to research and design a sustainable and accessible community garden for Ascot State School. * Include modern, traditional and indigenous technologies in their community garden. * Create a digital prototype of their design using Minecraft Education. | **Visual Art:** Visual art pieces created in class related to units. To be assessed in Term 3 |
| **Drama:**  Students perform a scripted drama of selected Aesop’s Fables. Students learn how to sustain a role and relationships by using movement and voice. |
| **Dance:** To be assessed in Semester 2 |
| **Music:** Students will perform, compose, and analyse music using the following musical elements:  **Rhythm:** Ta, Ti-ti, Za, Too, and Tika-tika; rhythmic patterns on percussion; ties  **Pitch:** singing with musicality; do, mi, so, la; staff; melodic patterns on percussion; treble clef;  **Tempo:** Fast/Slow; Presto/Largo  **Form:** Ostinato; repeat; phrasing; same/different;  **Timbre:** Percussion family  **Texture:** Canon; part-work |
| **Health and Physical Education (Semester 1)** | **Japanese** |
| **Health:**   * Learn about the importance of physical activity * Examine how participation promotes a connection between the community, natural and built environments, health and wellbeing * Connect with the Technology unit - Consider what foods are the healthiest options to plant in the garden. | Students will learn basic Japanese greeting and formulaic expressions. To support their learning, they will learn basic classroom instructions such as “listen, sit down and stand up”. They will learn to respond to and state their own name and to ask others their name. They will learn to state what they like. Students will notice differences in Japanese and Australian customs, for example bowing and emphasis on politeness. Students will combine their knowledge of names, formulaic expressions and likes to introduce themselves to other Japanese speakers, using appropriate body language. They will develop a growing understanding of the Japanese sound system by listening to their teacher and other Japanese speakers. |
| **Physical Education:**  **Pool**  Water Safety/Survival Skills and Stroke Development. Students will demonstrate safe practices and increasing confidence in water activities. Students will be performing aquatic skills such as Sculling in various body positions, propulsions using the survival strokes Freestyle/breaststroke/ and side stroke. |