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|  | **Year 3 Term Overview** | Term 32023 |

**Curriculum Focus**

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| **English**  | **Mathematics**  |
| **Unit work:*** Reading a variety of persuasive texts, including ‘I Wanna Iguana’
* Write a discussion- (persuasive style text) on a given topic
* Analyse the features of a discussion and apply these
* Transfer this knowledge into their written work using success criteria
* Ability to form an opinion and argue reasons

**Spelling:*** PLD - Taught daily
* Spelling activities completed for homework and in class

**Reading:** Students will practice using full sentences to answer written comprehension questions using a combination of the following comprehension strategies: * Self-Monitoring
* Visualising
* Making Connections
* Questioning

**Speaking and Listening tasks*** Listen to others’ views and respond appropriately using interaction skills
* Contributes actively to discussions, providing useful feedback
* Speaking presentation of written discussion
 | **Number and algebra:**-Recognise, model, represent and order numbers to at least 10 000 using place value parts, expanded notation, digits, and words. -Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems-Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation -Describe, continue, and create number patterns resulting from performing addition or subtraction -Identifying and writing the rules for number patterns-Describing a rule for a number pattern, then creating the pattern -Build understanding of multiplication using arrays. -Recall familiar multiplication facts: 3s, 6s, 8s and 11s-Solving problems using efficient strategies for multiplication.  |
| **Measurement and geometry:**-Measure capacity, length and mass using standard units and measuring instruments -Recognise the importance of using standard units of measure-Recognise and understand measuring units for mass (mg, g, kg, t), capacity (mL and L) and length (mm, cm, m, km)-Tell time to the minute and investigate the relationship between units of time-Recognise there are 60 minutes in an hour and 60 seconds in a minute.- Answer word problems involving time elapsed and timetable reading |
| **Science** | **Humanities and Social Sciences**  |
| **Matter**Students will learn how temperature affects the states of matter. They will identify the differences between solids and liquids and recognise that heat can change the state of matter. Students will make predictions, ask questions, record observations and explain their findings. They will communicate their knowledge using words and labelled diagrams. | Students will read maps of Australia and its surrounding countries. They will use basic mapping conventions to label and identify Australia’s states, territories and important places. Students will interpret data by putting it in tables and use graphs to display the data.  |
| **Technologies** | **The Arts**  |
| **Technology - Digital Technology**In this unit, students will explore the inquiry question ‘How might we create a Scratch project showing our knowledge of multiplication facts that engages and educates the user?’ Students will use the LAUNCH cycle to design a quiz game on Scratch, that engages and educates the user. They will achieve this by creating algorithms using basic coding blocks. Students will extend their digital knowledge by learning about hardware, software and peripheral devices in order to identify the purpose of various digital systems. | **Visual Art:** This term in Visual Arts students will be making and responding to artworks. They will be continuing to explore elements of Art such as line, shape, colour and space when responding to their own and others art pieces. They will use this knowledge to create a landscape inspired by Aboriginal artist Bronwyn Bancroft in class, as well as other visual art pieces. |
| **Dance:** Students will be guided through the process of choreographing their own dance from a stimulus.  They will learn how to describe similarities and differences between dances they make, perform and view. |
| **Classroom music:**Communicate about the music they listen to, make and perform and where and why people make music.Improvise, compose, arrange and perform music.Demonstrate aural skills by staying in tune and keeping in time when they sing and play. |
| **Health and Physical Education**  | **Japanese** |
| **Health:****Feeling Safe -** In this unit, students will explore risk-taking behaviours, their rights and responsibilities and decision-making strategies to help keep them safe. | Students will learn the words for subjects and will explain what they study at school. They will increase their knowledge of Japanese classroom objects and classroom instructions, including asking for permission (e.g. may I go to the toilet?). They will use basic adjectives (fun, exciting) to communicate about their school subjects. Students create a visual representation of their school and will explain what they do in each space.   |
| **Physical Education:**  Games based unit focusing on fundamental ball skills, movement patterns, decision making and team work. Year 3 and 4 will be applying these skills through the game Olympic handball. On Tuesday afternoons we will look at AFL, netball, soccer, tag league and T-Ball skills |