

YEAR 3 CURRICULUM OVERVIEW TERM 1 2022

ENGLISH	MATHEMATICS
<p>Analysing and Creating Persuasive Texts Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p> <p>Learning Experiences:</p> <ul style="list-style-type: none"> • Understanding persuasion in advertising • Exploring persuasion in narratives • Identifying persuasive language • Examine alternate points of view • Making statements more or less forceful • Writing topic sentences and supporting sentences • Understanding and writing paragraphs • Writing persuasively • Reading persuasive texts • Use of evaluative language and persuasive devices <p>Assessment and Monitoring Students examine ways persuasive language features are used to influence an audience and create a persuasive text</p>	<p>Students develop understandings of:</p> <p><u>Number and place value</u> — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers using a range of strategies and the relationship between addition and subtraction, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts.</p> <p><u>Using units of measurement</u> — identify one metre as a standard metric unit, represent a metre, represent 1 metre and measure with metres and centimetres.</p> <p><u>Chance</u> — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.</p> <p><u>Data representation and interpretation</u> — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations.</p> <p>Assessment and Monitoring Number – Students count, represent and compare numbers to 1000 Number- Students recall addition and multiplication facts and use addition and subtraction strategies to solve problems Data and statistics- students interpret and compare data displays Measurement and Probability – Students use m and cm to measure length. Students list probabilities of chance experiments</p>
SCIENCE	HASS – Humanities and Social Sciences
<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. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p> <p>Assessment and Monitoring</p> <ul style="list-style-type: none"> • Students group living things based on observable features and distinguish them from non-living things. 	<p>Our Unique Communities Inquiry questions: <i>How do people contribute to their unique communities?</i> Students:</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 <p>communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</p> <p>Assessment and Monitoring</p> <ul style="list-style-type: none"> • Our unique communities Students conduct an inquiry to answer the following inquiry question: How and why commemorations significant for different groups?
THE ARTS	HEALTH & PE
<p>Dance Students improvise and structure movement ideas for dance sequences suitable for celebrations using the elements of dance and choreographic devices</p> <p>Music (specialist) Students develop skills and physicality for playing an instrument. They read traditional music scores and perform in groups and independently.</p> <p>Assessment and Monitoring Dance performance and written response Students will be assessed on listening and instrument technique and timing and accuracy of reading of notation.</p>	<p>Physical activity Students will use a variety of equipment to develop hand-eye coordination and perform movement sequences using different parts of the body. They will apply these skills to further develop their batting and fielding skills in preparation for Cricket and Teeball. Using basic rules and strategy in game situations they will begin to work cooperatively to achieve success as a team.</p> <p>Assessment and Monitoring Student fundamental movement skill levels, ability to create and perform movement sequences and ability to follow rules and work with others are observed and monitored.</p>

