



# YEAR 3 TERM THREE CURRICULUM OVERVIEW

## ENGLISH - Speaking and Listening

Students will:

- create a spoken text to express a preference and opinions
- include relevant details to support their topic
- group, logically sequence and link ideas using topic specific vocabulary
- use visual features, and appropriate tone, pace, pitch and volume when presenting their task.

## MATHEMATICS

Students will:

- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations
- communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways
- learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context
- build fluency from understanding by extending and applying their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice
- use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations
- identify everyday situations when using metric units to measure and compare objects

## SCIENCE - What's the Matter?

Students will:

- understand how a change of state between solid and liquid can be caused by adding or removing heat.
- explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid.
- identify how science is involved in making decisions and how it helps people to understand the effect of their actions.
- evaluate how adding or removing heat energy affects materials used in everyday life.
- conduct investigations, including identifying investigation questions and making predictions, recording and analysing results, considering fairness and communicating ideas and findings.

# HASS - Exploring Places Near and Far

Students will explore the following inquiry question:

- How and why are places similar and different?

Students will:

- identify, describe and interpret data about Australian places.
- explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.

## HEALTH AND PHYSICAL EDUCATION

In **Health**, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.

In **Physical Education**, through a team sport unit (Soccer), students will:

- practise and refine fundamental movement skills in a variety of movement sequences and situations.
- practise and apply movement concepts and strategies with and without equipment.
- combine elements of effort, space, time, objects and people when performing movement sequences.
- adopt inclusive practices when participating in physical activities.

## THE ARTS

Students will:

- use a range of software to animate a chosen poem by a well known children's poet.
- use a range of materials to design and illustrate a character to be included in the animation
- incorporate visual and sound effects with a voice recording of the poem
- describe similarities and differences between animations created by others.

### DANCE

Students will:

- collaborate to make and perform dances that are structured using some simple elements of dance and choreography.

### MUSIC

This semester students will:

- practice known rhythmic (ta, ti-ti, zah, too-oo) and melodic (do, mi, so, la) elements and use them in different contexts.
- 3 metre.
- respond to music by discussing choices in timbre, tempo and dynamics (Carnival of the Animals).
- articulation– staccato and legato.
- melodic elements – re and its position on the tone ladder and staff.
- explore djembe drums and compose music for the instrument

# TECHNOLOGIES - Food and Fibre Production

Students will:

- describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.
- define simple problems, and follow a sequence of steps and decisions (algorithms) needed to solve them using BlueBots
- recognise different types of data and explore how the same data can be represented in different ways