



YEAR 3 - TERM 4 CURRICULUM OVERVIEW

ENGLISH

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.

MATHS

In this unit students apply a variety of mathematical concepts in real-life, lifelike & purely mathematical situations.

Through the proficiency strands - understanding, fluency, problem-solving & reasoning - students have opportunities to develop understandings of:

FRACTIONS & DECIMALS - identify, represent & compare familiar unit fractions & their multiples (shapes, objects & collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions.

USING UNITS OF MEASUREMENT - measure, order & compare objects using familiar metric units of length, mass & capacity. Represent time to the minute on digital and analogue clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts.

SCIENCE

WHAT'S THE MATTER?

In this unit, students will 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.

They will evaluate how adding or removing heat energy affects materials used in everyday life. They will conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students will describe how science investigations can be used to answer questions. They will recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.

HASS- CONTINUED FROM TERM 3

EXPLORING PLACES NEAR AND FAR

In this unit students will explore the following inquiry question: How and why are places similar and different?

In this unit, students:

- 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
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- explain the role of rules in their community and share their views on an issue related to rule-making
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

HEALTH- CONTINUED FROM TERM 3

I AM HEALTHY AND ACTIVE

In this unit, 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.