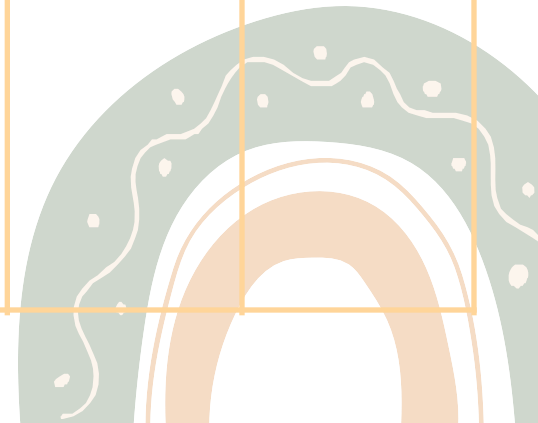


YEAR 3 - Term 1 Overview

| | ENGLISH | MATHEMATICS | HISTORY | SCIENCE & TECHNOLOGY | CAPA | PDHPE |
|---------------|--|---|---|--|---|---|
| WEEK 1 | Staff Development Days | | | | Music: Students will sing songs and chants and play musical games. | Child Protection: My Right to be Safe |
| WEEK 2 | <p>Spelling: /e_/ e_e, ea, ee</p> <p>Reading & Writing: NARRATIVE Students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. They will analyse excerpts of the mentor text and use as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel using an orientation, complication, resolution structure.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: l, t, i, j</p> | <p>The number system extends infinitely to very large and very small numbers Students are provided opportunities to:</p> <ul style="list-style-type: none"> - read, represent and order numbers to thousands - apply place value to partition numbers up to 4-digits - generate and describe patterns to develop knowledge of multiplicative relations. | <p>Community & Remembrance This topic provides a study of identity and diversity in both a local and a broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p> | <p>Science: <i>Living World</i> This unit focuses on exploring the similarities and differences between the life cycles of living things, with a particular focus on fruit producing plants. Students will investigate the interrelationship between the environment and the survival of a range of flowering plants and the humble bee. Students will engage in a design challenge to propose a bee friendly garden for the school.</p> <p>Technology: Students will learn skills to support them when using the internet to research, and using Microsoft Word and Microsoft Powerpoint.</p> | <p>Visual Arts: Self portraits</p> | <p>They will play pieces of music on tuned and untuned percussion instruments. They will be introduced to the reading of traditional music notation.</p> <p>PD/H: URSTRONG is all about empowering kids with friendship skills. It has developed a proven, skills-based strategy that teaches kid-friendly concepts, skills and language to help them build and maintain healthy friendships.</p> <p>PE: Fundamental movement skills and fitness testing.</p> |
| WEEK 3 | <p>Spelling: /ee/ e, ey, y</p> <p>Reading & Writing: NARRATIVE Students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. They will analyse</p> | <p>The number system extends infinitely to very large and very small numbers Students are provided opportunities to:</p> <ul style="list-style-type: none"> - read, represent and order numbers to thousands | | | <p>Visual Arts: Self portraits</p> | |



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| | <p>excerpts of the mentor text and use as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel using an orientation, complication, resolution structure.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: r, n, m, h, p, b and k</p> | <ul style="list-style-type: none"> - apply place value to partition numbers up to 4-digits - generate and describe patterns to develop knowledge of multiplicative relations. | | | | |
| WEEK 4 | <p>Spelling: /ay/ ai, ay, a, a_e</p> <p>Reading & Writing: NARRATIVE Students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. They will analyse excerpts of the mentor text and use as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel using an orientation, complication, resolution structure.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: c, o, a, d, g, q, e, s and f</p> | <p>Addition and subtraction problems can be solved using a variety of strategies Students are provided opportunities to:</p> <ul style="list-style-type: none"> - apply place value to partition and regroup numbers for addition and subtraction problem solving - recognise and explain the connection between addition and subtraction - select efficient strategies when solving problems. | | | Visual Art: Indigenous art | |
| WEEK 5 | <p>Spelling: /ay/ ey, aigh, eigh</p> <p>Reading & Writing: NARRATIVE Students will explore how narratives set up expectations for the reader using predictable structure</p> | <p>Addition and subtraction problems can be solved using a variety of strategies Students are provided opportunities to:</p> <ul style="list-style-type: none"> - apply place value to partition and regroup numbers for addition | | | Visual Arts: Indigenous art | |

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| | <p>and familiar characters and situations. They will analyse excerpts of the mentor text and use as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel using an orientation, complication, resolution structure.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: v, w, x and z</p> | <p>and subtraction problem solving</p> <ul style="list-style-type: none"> - recognise and explain the connection between addition and subtraction - select efficient strategies when solving problems. | | | | |
| WEEK 6 | <p>Spelling: revision</p> <p>Reading & Writing: NARRATIVE</p> <p>Students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. They will analyse excerpts of the mentor text and use as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel using an orientation, complication, resolution structure.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: numerals</p> | <p>What needs to be measured determines the unit of measurement</p> <p>Students are provided opportunities to:</p> <ul style="list-style-type: none"> - measure and compare lengths of objects using metres centimetres and millimetres - compare and describe features of two-dimensional shapes - represent and read analog time. | | | <p>Visual Arts: Family crest</p> | |
| WEEK 7 | <p>Spelling: /igh/ i_e, ie, i, y, igh</p> <p>Reading & Writing: GENRE</p> <p>Students will gain a deeper understanding of the textual concepts of genre, and perspective and context. They will apply their</p> | <p>What needs to be measured determines the unit of measurement</p> <p>Students are provided opportunities to:</p> <ul style="list-style-type: none"> - measure and compare lengths of objects using metres | | | <p>Visual Arts: Family crest</p> | |

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| | <p>understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: Typing</p> | <p>centimetres and millimetres</p> <ul style="list-style-type: none"> - compare and describe features of two-dimensional shapes - represent and read analog time. | | | | | |
| WEEK 8 | <p>Spelling: -er, -est</p> <p>Reading & Writing: GENRE</p> <p>Students will gain a deeper understanding of the textual concepts of genre, and perspective and context. They will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: Typing</p> | <p>Fractions represent multiple ideas and can be represented in different ways</p> <p>Students are provided opportunities to:</p> <ul style="list-style-type: none"> - create fractional and complementary parts of a length - model, label and describe fractions through fraction strips and fraction walls - explore equivalence and multiplicative relationships of fractions. | | | | | <p>Visual Arts: Harmony Day artwork</p> |
| WEEK 9 | <p>Spelling: /s/ s, ss, se, ce, c, sc</p> <p>Reading & Writing: GENRE</p> <p>Students will gain a deeper understanding of the textual concepts of genre, and perspective and context.</p> | <p>Fractions represent multiple ideas and can be represented in different ways</p> <p>Students are provided opportunities to:</p> | | | | | <p>Visual Arts: Easter artwork</p> |

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| | <p>They will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: Typing</p> | <ul style="list-style-type: none"> - create fractional and complementary parts of a length - model, label and describe fractions through fraction strips and fraction walls - explore equivalence and multiplicative relationships of fractions. | | | | | |
| <p>WEEK 10</p> | <p>Spelling: /ow/ oa, ow, o_e, o, oe</p> <p>Reading & Writing: GENRE Students will gain a deeper understanding of the textual concepts of genre, and perspective and context. They will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.</p> <p>S&L: Class discussions, group work</p> <p>Handwriting: Typing</p> | <p>Questions can be asked and answered by collecting and interpreting data Students are provided opportunities to:</p> <ul style="list-style-type: none"> - pose questions and collect discrete data - display and interpret data using lists, tables, dot plots and column graphs - read, write, order and partition numbers up to 4 digits. | | | <p>Visual Arts: ANZAC Day: Soldier Silhouette</p> | | |

WEEK 11

Spelling: /f/
f, ff, gh, ph
Reading & Writing: GENRE
Students will gain a deeper understanding of the textual concepts of genre, and perspective and context. They will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.
S&L: Class discussions, group work
Handwriting: Typing

Questions can be asked and answered by collecting and interpreting data
Students are provided opportunities to:

- pose questions and collect discrete data
- display and interpret data using lists, tables, dot plots and column graphs
- read, write, order and partition numbers up to 4 digits.

Visual Arts:
ANZAC Day:
Soldier
Silhouette

