

# Year 3 Term 2 Overview



Week	English	Mathematics	History	Science and Technology	Creative Arts	PDHPE
1	<p><b>Spelling:</b> Doubling rule taught with vowel suffixes (-ing, -ed)</p> <p><b>Reading &amp; Writing:</b> ARGUMENT &amp; AUTHORITY Students are learning to understand the concept of argument and authority and how authors use their knowledge &amp; experiences to influence a reader.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Exit hooks: a d h i k l m n t u</p>	<p><b>The number system extends infinitely to very large and very small numbers</b></p> <ul style="list-style-type: none"> <li>- read, represent order numbers to thousands, applying place value to partition numbers up to 4-digits</li> <li>- use partitioning and place value knowledge to add and subtract</li> <li>- identify the relationship between addition and subtraction.</li> </ul>	<p><b>Community &amp; Remembrance</b></p> <p>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><b>Science</b> <i>Living World</i></p> <p>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><b>Technology</b></p> <p>Students will learn skills to support them when using the internet to research, and using Microsoft Word and Microsoft Powerpoint. They will also work on their typing skills.</p>	<p><b>Music</b></p> <p>Students will explore the musical concepts of duration, pitch, dynamics and structure through activities in performance, listening and composition while developing skills in the reading and writing of traditional music notation. Students will sing songs and perform on tuned percussion, untuned percussion instruments and boomwhackers.</p> <p><b>Visual Arts</b></p> <p>This unit is designed to link with the Science unit <i>Living World</i>. Its aim is to explore the use of different mediums and materials to create artworks relevant to the curriculum being taught throughout the term.</p>	<p><b>Healthy, safe and active lifestyles</b></p> <p>5 weeks Wk 1-5 <i>Drug Education:</i> Legal and illegal drugs, medicines, tobacco and alcohol- making healthy and safe choices.</p> <p><b>Movement, skill and performance</b></p> <p>A focus on cross country running, Indigenous games and Fundamental Movement Skills &amp; team physical activities for the Athletics Carnival including sprint and middle distance running, relays, high jump, long jump and shot put.</p> <p><b>Health, Wellbeing &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>- Bounceback</li> <li>- UR Strong</li> </ul> <p><b>Child Protection:</b> My Right to be Safe</p>
2	<p><b>Spelling:</b> /ay/ ai, a_e, a, ay</p> <p><b>Reading &amp; Writing:</b> ARGUMENT &amp; AUTHORITY Students are learning to understand the concept of argument and authority and how authors use their knowledge &amp; experiences to influence a reader.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Exit hooks: c e q z</p>	<p><b>The number system extends infinitely to very large and very small numbers</b></p> <ul style="list-style-type: none"> <li>- read, represent order numbers to thousands, applying place value to partition numbers up to 4-digits</li> <li>- use partitioning and place value knowledge to add and subtract</li> <li>- identify the relationship between addition and subtraction.</li> </ul>				
3	<p><b>Spelling:</b> /ee/ ee, e_e, ea, ey, e, y</p> <p><b>Reading &amp; Writing:</b> ARGUMENT &amp; AUTHORITY Students are learning to use structure and language choices to suit the purpose of a text.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Exit hooks: f o r v w x</p>	<p><b>Visual representations help understand aspects of our world for chance and position</b></p> <ul style="list-style-type: none"> <li>- use directional language to interpret and locate positions on a grid map while describing routes between points</li> <li>- predict and describe possible outcomes from chance experiments</li> <li>- use visualisation, language and multiple representations of position and chance concepts.</li> </ul>				

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4	<p><b>Spelling:</b> -Cle (no double: taught with long vowel syllables)</p> <p><b>Reading &amp; Writing:</b> ARGUMENT &amp; AUTHORITY Students are learning to use their understanding of genre to analyse a text and select language choices that support a text's purpose.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> No exit hooks: b g j p s y</p>	<p><b>Visual representations help understand aspects of our world for chance and position</b></p> <ul style="list-style-type: none"> <li>- use directional language to interpret and locate positions on a grid map while describing routes between points</li> <li>- predict and describe possible outcomes from chance experiments</li> <li>- use visualisation, language and multiple representations of position and chance concepts.</li> </ul>	<p><b>Community &amp; Remembrance</b></p>	<p><b>Science</b> <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><b>Technology</b> Students will learn skills to support them when using the internet to research, and using Microsoft Word and Microsoft Powerpoint. They will also work on their typing skills.</p>	<p><b>Music</b> Students will explore the musical concepts of duration, pitch, dynamics and structure through activities in performance, listening and composition while developing skills in the reading and writing of traditional music notation. Students will sing songs and perform on tuned percussion, untuned percussion instruments and boomwhackers.</p> <p><b>Visual Arts</b> This unit is designed to link with the Science unit <i>Living World</i>. Its aim is to explore the use of different mediums and materials to create artworks relevant to the curriculum being taught throughout the term.</p> <p><b>Drama</b> <i>Weeks 6-10</i> Students will create characters, move, act and speak as their character using elements of drama, movement and voice skills.</p>	<p><b>Healthy, safe and active lifestyles</b> 5 weeks Wk 1-5 <i>Drug Education:</i> Legal and illegal drugs, medicines, tobacco and alcohol- making healthy and safe choices.</p> <p><b>Movement, skill and performance</b> A focus on cross country running, Indigenous games and Fundamental Movement Skills &amp; team physical activities for the Athletics Carnival including sprint and middle distance running, relays, high jump, long jump and shot put.</p> <p><b>Health, Wellbeing &amp; Relationships</b> - Bounceback - UR Strong</p> <p><b>Child Protection:</b> My Right to be Safe</p>
5	<p><b>Spelling:</b> revision</p> <p><b>Reading &amp; Writing:</b> ARGUMENT &amp; AUTHORITY Students are learning to present an argument using language choices to suit the text's purpose.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Revise precursive letters</p>	<p><b>Multiplicative thinking involves flexible use of multiplication &amp; division concepts, strategies &amp; representations</b></p> <ul style="list-style-type: none"> <li>- generate and describe patterns</li> <li>- use arrays to establish multiplication facts from multiples of 2 and 4, 5 &amp; 10</li> <li>- represent and solve problems involving multiplication fact families.</li> </ul>	<p><b>Community &amp; Remembrance</b></p>			
6	<p><b>Spelling:</b> dropping the final -e with taught vowel suffixes (-ing, -ed)</p> <p><b>Reading &amp; Writing:</b> ARGUMENT &amp; AUTHORITY Students are learning to plan and deliver spoken presentations using their understanding of argument and authority.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Entry rise: i m n r u v w x j p y</p>	<p><b>Multiplicative thinking involves flexible use of multiplication &amp; division concepts, strategies &amp; representations</b></p> <ul style="list-style-type: none"> <li>- generate &amp; describe patterns</li> <li>- use arrays to establish multiplication facts from multiples of 2 and 4, 5 &amp; 10</li> <li>- represent and solve problems involving multiplication fact families.</li> </ul>	<p><b>Community &amp; Remembrance</b></p>			
7	<p><b>Spelling:</b> /k/ c_, k_, k_, _ck</p> <p><b>Reading &amp; Writing:</b> IMAGERY, SYMBOL &amp; CONNOTATION Students are learning to identify how authors use imagery and symbol to enhance the meaning in texts.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> revise entries and exits</p>	<p><b>What needs to be measured determines the unit of measurement</b></p> <ul style="list-style-type: none"> <li>- compare and describe features of 3D objects by exploring models, sketches and diagrams</li> <li>- construct and deconstruct nets of 3D objects</li> <li>- use formal units (litres &amp; millilitres) to measure capacity and scaled instruments to measure and compare capacities.</li> </ul>	<p><b>Community &amp; Remembrance</b></p>			

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8	<p><b>Spelling:</b> /ch/ tch</p> <p><b>Reading &amp; Writing:</b> IMAGERY, SYMBOL &amp; CONNOTATION Students are learning to identify how authors use figurative language and multimodal features to create imagery.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Revise the entire precursive alphabet</p>	<p><b>What needs to be measured determines the unit of measurement</b></p> <ul style="list-style-type: none"> <li>- compare and describe features of 3D objects by exploring models, sketches and diagrams</li> <li>- construct and deconstruct nets of 3D objects</li> <li>- use formal units (litres and millilitres) to measure capacity and scaled instruments to measure and compare capacities.</li> </ul>	<b>Community &amp; Remembrance</b>	<p><b>Science</b> <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><b>Technology</b> Students will learn skills to support them when using the internet to research, and using Microsoft Word and Microsoft Powerpoint. They will also work on their typing skills.</p>	<p><b>Music</b> Students will explore the musical concepts of duration, pitch, dynamics and structure through activities in performance, listening and composition while developing skills in the reading and writing of traditional music notation. Students will sing songs and perform on tuned percussion, untuned percussion instruments and boomwhackers.</p> <p><b>Visual Arts</b> This unit is designed to link with the Science unit <i>Living World</i>. Its aim is to explore the use of different mediums and materials to create artworks relevant to the curriculum being taught throughout the term.</p> <p><b>Drama</b> Weeks 6-10 Students will create characters, move, act and speak as their character using elements of drama, movement and voice skills.</p>	<p><b>Healthy, safe and active lifestyles</b> 5 weeks Wk 1-5 <i>Drug Education:</i> Legal and illegal drugs, medicines, tobacco and alcohol-making healthy and safe choices.</p> <p><b>Movement, skill and performance</b> A focus on cross country running, Indigenous games and Fundamental Movement Skills &amp; team physical activities for the Athletics Carnival including sprint and middle distance running, relays, high jump, long jump and shot put.</p> <p><b>Health, Wellbeing &amp; Relationships</b> - Bounceback - UR Strong</p> <p><b>Child Protection:</b> My Right to be Safe</p>
9	<p><b>Spelling:</b> /j/ _dge</p> <p><b>Reading &amp; Writing:</b> IMAGERY, SYMBOL &amp; CONNOTATION Students are learning to use imagery to create multimodal texts and analyse language features in a text that support its purpose.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Revise the entire precursive alphabet</p>	<p><b>Angles are the primary structural component of many shapes</b></p> <ul style="list-style-type: none"> <li>- identify angles as measures of turn</li> <li>- identify and name the parts of an angle</li> <li>- read and represent analog time using minutes and hours and solve problems involving quarter hours and half hours.</li> </ul>	<b>Community &amp; Remembrance</b>			
10	<p><b>Spelling:</b> /igh/ igh, ie, y, i_e, i</p> <p><b>Reading &amp; Writing:</b> IMAGERY, SYMBOL &amp; CONNOTATION Students are learning to recognise how authors use language features to develop characterisation in texts.</p> <p><b>S&amp;L:</b> Class discussions, group work</p> <p><b>Handwriting:</b> Revise the entire precursive alphabet</p>	<p><b>Angles are the primary structural component of many shapes</b></p> <ul style="list-style-type: none"> <li>- identify angles as measures of turn</li> <li>- identify and name the parts of an angle</li> <li>- read and represent analog time using minutes and hours and solve problems involving quarter hours and half hours.</li> </ul>	<b>Community &amp; Remembrance</b>			

#### Library

Through quality Australian stories with the focus on themes of emotions and feelings, students will identify and describe the range of emotions and feelings we can experience and explore the themes within the stories.