

## Learning Area Term Overview

**Year 3 Term 4 2020**

**Assessment**

**English**

**Reading, writing and performing poetry**

In this unit, 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.

**Writing and presenting poetry**

Students write and present an adaptation of a poem.

**Mathematics**

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

- **Number and place value** - count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract.
- **Money and financial mathematics** - represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals,
- **Fractions and decimals** - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths.
- **Patterns and algebra** - identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns.
- **Location and transformation** - describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical.
- **Units of measurement** - use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analog clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts.

**Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles**

Students match positions on maps with given information, and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations.

**Using unit fractions and multiplication**

Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions.

**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

**Investigating solids and liquids**

Students conduct an investigation about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.

		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.	
<b>HASS</b>		<p><b>Exploring places near and far</b></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• identify connections between people and the characteristics of places</li> <li>• describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li> <li>• interpret data to identify and describe simple distributions and draw simple conclusions</li> <li>• record and represent data in different formats, including labelled maps using basic cartographic conventions</li> <li>• describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li> <li>• explain the role of rules in their community and share their views on an issue related to rule-making</li> <li>• communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul>	<p><b>Exploring places near and far</b> <i>Collection of Work</i></p> <p>Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.</p>
	<b>Health</b>	<p><b>I am healthy and active</b></p> <p>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.</p>	<p><b>I am healthy and active</b> <i>Supervised assessment</i></p> <p>Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students understand the benefits of being healthy and physically active.</p>
<b>Movement</b>		<p><b>Criss cross</b></p> <p>In this context, students will practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.</p>	<p><b>Criss cross</b> <i>Practical</i></p> <p>Students perform skipping skills and tricks to complete skipping sequences. They describe the benefits of being healthy and physically active and how they relate to skipping.</p>
<b>The Arts - Music</b>		<p><b>Let's celebrate, let's remember</b></p> <p>In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Students will:</p> <ul style="list-style-type: none"> <li>• develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs</li> <li>• practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</li> <li>• create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume</li> <li>• identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b>Let's celebrate, let's remember:</b> <i>Collection of work</i></p> <p>Students compose, perform and respond to music of celebrations and commemorations.</p>

