



Yugumbir State School

Year 3 Yearly Overview Curriculum Plan

2023

CARING HEARTS
ENQUIRING MINDS
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4
CLASS TEACHER	ENGLISH – V8 AC	Analysing and Creating Persuasive Texts Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive letter.	Exploring Characters and Settings in Texts Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.	Examining Imaginative Texts Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.	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.
CLASS TEACHER	MATHS – V8 AC– C2C	Unit 1 Students develop understandings of: <ul style="list-style-type: none"> Number and place value — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts. Using units of measurement — tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres. Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. 	Unit 2 Students develop understandings of: <ul style="list-style-type: none"> Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections. Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. 	Unit 3 Students develop understandings of: <ul style="list-style-type: none"> 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. 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. 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. 	Unit 4 Students develop understandings of: <ul style="list-style-type: none"> Number and place value — recall addition and related subtraction number facts, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems. Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions. Money and financial mathematics — count the change required for simple transactions to the nearest five cents. Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity. Shape — make models of three-dimensional objects. Location and transformation — represent symmetry, interpret simple maps and plans. Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations.
CLASS TEACHER	SCIENCE – V8 AC – C2C	Is It Living? Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	Spinning Earth Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	Hot Stuff Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.	What's The Matter? Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.
CLASS TEACHER	HASS – V8 AC – C2C	Our Unique Communities Inquiry questions: <i>How do people contribute to their unique communities?</i> In this unit, students: <ul style="list-style-type: none"> identify individuals, events and aspects of the past that have significance in the present identify and describe aspects of their community that have changed and remained the same over time explain how and why people participate in and contribute to their communities identify a point of view about the importance of different celebrations and commemorations to different groups pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions sequence information about events and the lives of individuals in chronological order communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms 		Exploring Places Near and Far Inquiry questions: <i>How and why are places similar and different?</i> In this unit, students: <ul style="list-style-type: none"> 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. explain the role of rules in their community and share their views on an issue related to rule-making describe the importance of making decisions democratically and propose individual action in response to a democratic issue communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	

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CLASS TEACHER	C2C - V8 – HPE - Health	<p>Good Friends Students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p> <p>Assignment/Project Students respond to a case study and a series of activities about changes and making new friends. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise strategies for managing change identify influences that strengthen identity investigate how emotional responses vary understand how to interact positively with others. 		<p>I am Healthy and Active 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>Supervised assessment Students complete a supervised assessment. They examine strategies to achieve healthy and active strategies and read case studies to assist the characters in the case studies to apply these strategies to their activity routine. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use decision-making skills to select and demonstrate strategies that help them stay healthy and active understand the benefits of being healthy and physically active. 	
		<p>Tiny worlds In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to environments and places experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships - warm/cool; application of materials - harsh/gentle) collaborate, plan and create an artwork to depict an imaginary tiny world compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 		<p>Dramatic traditions In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	
SPECIALIST TEACHERS	C2C - V8 – HPE - Movement	<p>Scoot, Scoot! Students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. They apply these skills, concepts and strategies to solve scooter-riding challenges and create and perform a scooter-riding sequence.</p>	<p>Take Your Marks, Get Set, Play! Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.</p>	<p>Newcombe Students refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 Newcombe. They also apply strategies for working cooperatively and apply rules fairly.</p>	<p>Pump It Up! Students create and perform movement sequences using fundamental movement skills and the elements of movement.</p>
		<p>Digital – What's your waste footprint? (CTC U2) In this unit, students will explore and manipulate different types of data and transform data into information. They will:</p> <ul style="list-style-type: none"> create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced) 		<p>Digital – What's your waste footprint? (CTC U2) In this unit, students will explore and manipulate different types of data and transform data into information. They will:</p> <ul style="list-style-type: none"> create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced) 	
	C2C - V8 – TECHNOLOGIES	<p>Rhythm & Percussion Perform a piece of percussion music in time with a recording: a) Read a percussion part from the staff b) Play a percussion instrument with correct technique Improvise an 8 beat ostinato with a recording: a) Choose 2 x 4 beat patterns b) Maintain throughout 16 bars of recorded music</p>		<p>Something in the Wind Instrumental Music @ Yugumbir: a) Answer questions about the similarities and differences between the various instruments and families Recorder: a) Compose and perform a short piece with a partner b) Notate on the staff</p>	
C2C - V8 - Music					