



Curriculum and Assessment Overview – Year 3 (2019)

| Learning Area | | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------------------|---------------|---|---|---|---|
| English | Unit Overview | Investigating characters | Exploring personal experiences and persuasive texts | Historical stories and poetry | Cultural stories and information texts |
| | Assessment | Comprehension: NAPLAN 2016 Written: Narrative | Written: Persuasive letter Comprehension: <i>Charlotte's Web</i> Oral: Presentation (linked to HaSS) | Written and oral: Students use language features to create and present a poem | Comprehension: Text structure and language features Creating a multimodal text: Create an informative text from a narrative text |
| Maths | Unit Overview | Number, addition, subtraction, patterns, multiplication, division, data, capacity, length, mass and time. | Number, addition, subtraction, patterns, multiplication, division, money, angles, location and direction, symmetry, shapes and objects and fractions. | Number, addition, subtraction, patterns, multiplication, division, fractions, money, capacity, length, mass and time. | Number, addition, subtraction, patterns, multiplication, division, fractions, angles, data, chance and shapes and objects. |
| | Assessment | N&A: Number and place value S&P: Data | N&A: Money M&G: Where is it? (location) | N&A: Addition and subtraction M&G: Measurement test | N&A: Multiplication and division S&P: Conduct a chance experiment |
| Science | Unit Overview | Materials (investigate how heat is produced and explore the properties of liquids and solids) | Hot stuff (how heat is produced and transferred) | Spinning Earth (investigate the effect of the Earth's rotation) | Is it living? (exploring living and non-living things) |
| | Assessment | Inquiry: Solids and liquids | Investigation: Heat it up (recording and presenting data digitally) | Poster/multi-modal presentation: The Sun, the Earth and us | Collection of work: Science journal |
| HaSS | Unit Overview | History: Exploring continuity and change in local communities | Geography: Protecting places near and far | Geography: Exploring similarities and differences in places near and far (Asia) | History: Investigating celebrations, commemorations and community diversity |
| | Assessment | Collection of work: Change in a community | Research presentation: Using PowerPoint to present findings | Collection of work: Tasks recorded in books | Multimodal: Book Creator |
| DTS | Unit Overview | Digital: Digital systems – peripherals & apps | Design: Hot chocolate cup design | Digital: Robotics – Sphero (The Coding Institute) | Design: Box construction |
| | Assessment | Collection of work: Peripheral devices & apps | Project: plan, design, make and evaluate | Project: Travel Challenge with Spheros (link to HaSS) | Design, make & evaluate: Box construction/purposeful play |
| Excursions/Incursions | | Life Education Broadwater | Big Bang! Burleigh – places near and far | Star Lab Currumbin Wildlife Sanctuary | Camp |



Year 3 (Specialists 2019)

| Learning Area | | Term 1 | Term 2 | Term 3 | Term 4 | |
|---------------------|---------------|---|--|---|--|--|
| Music | Unit Overview | Rhythms, rhymes and funky feels Violin playing | Rhythms, rhymes and riffs Violin playing | Musical pictures Violin playing | Song and dance Violin playing | |
| | Assessment | Responding: Identifying calypso/funk/hoedown/boogie woogie styles and rhythmic patterns | Composing: Using syncopated rhythms | Performing: Singing and playing "Mallacoota Time" and playing violin | Performing: Playing Marimba Music "Cabbage Café" and violin pieces. | Responding: Identifying calypso/funk/hoedown/boogie woogie styles and rhythmic patterns |
| HPE | Unit Overview | Health: Being confident and resilient PE: Water-based fundamentals and learn-to-swim | Health: Being confident and resilient PE: Performance games and athletics | Health: Safe and risky behaviours PE: Rhythmic games and rhythmic gymnastics | Health: Safe and risky behaviours PE: Invasion games; buroinjin, touch, Oz tag and aquatics | |
| | Assessment | PE: Physical tasks | Health: Written responses | PE: Physical tasks | Health: Written responses | |
| French | Unit Overview | Greetings, name, alphabet, age, numbers 1 – 30 and describing houses. | Colours, adjectives, I have/I don't have and Speech Contest. | AIM Program – ' Les trois petits cochons' ("Three Little Pigs"). | AIM Program –Three Little Pigs performance and Christmas activities. | |
| | Assessment | Listening and reading | Speaking and writing | Reading and writing | Speaking and listening | |
| Visual & Media Arts | Unit Overview | Painting and 2D construction with reference to Frida Kahlo | 3D construction and drawing (landscapes) | Clay and iMovie (links to Diwali) | Pastel techniques | |
| | Assessment | Folio of work, reflecting and responding | | | | |
| Drama | Unit Overview | | | Freeze frames based on a Dreaming story | Pair/trio interviews in role | |
| | Assessment | | | Making: Performance Responding: Oral and written feedback | Making: Performance Responding: Oral feedback | |
| RE | Unit Overview | New beginnings, Easter story, respect and hope. | Creation stories, honesty and courage and Bible stories. | Compassion and forgiveness, bible stories friendship and The Lord's Prayer. | School values, St Hilda and Christmas stories through decorations. | |
| | Assessment | Ongoing observations | | | | |
| Library | Unit Overview | Locating resources-fiction, looking at characters and 'World's Worst Children 2' . | Locating resources, non-fiction, contents page, index & glossary. Group inquiry based unit: Understanding Spiders and Aladdin- links to musical. | Inquiry based unit – Switzerland, Why Not Classics? and novel study – 'Heidi'. | Why Not Classics?, novel study – 'Heidi', generosity stories, 'Quiltmaker's Gift' and Book Fair. | |