

YEAR 3 OVERVIEW

ENGLISH	5.5 hours/week	Unit Overviews	<p>Achievement Standard</p> <p>Receptive modes (listening, reading and viewing) By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.</p> <p>Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.</p>									
			Semester 1		Semester 2							
			Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6				
<p>Analysing and creating persuasive text (C2C Unit 1) Students read, view and analyse persuasive texts. Students write a series of short written persuasive texts.</p>			<p>Investigating characters (C2C Unit 2) Students listen to, view and read a short narrative, a digital book and a novel to explore authors' use of descriptive language in the construction of character. They complete a reading log with analysis of characters in 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 themes and characters in the novel studied.</p>		<p>Exploring procedures and personal experiences through events (C2C Unit 3 & 4 Consolidated) In this unit students listen to, read, view and analyse informative and literary texts and create a spoken procedure between two characters. They write a persuasive letter that links to the literary text.</p>		<p>Examining stories from different perspectives (C2C Unit 5) Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives</p>		<p>Examining imaginative texts (C2C Unit 6) 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 language features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>		<p>Reading, responding to and writing Australian poetry and people's stories (C2C Unit 7 & 8 Consolidated) In this unit, students listen to, read, view and adapt poems featuring an Australian setting. 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 an adaptation of a poem to an audience using appropriate speaking skills. They write responses to letters demonstrating the use of text structures and language features of letters.</p>	

<p>Achievement Standard</p>	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.</p>	
	<p>Semester 1</p>	<p>Semester 2</p>
	<p>Unit Overviews</p>	<p>Students develop understandings of:</p> <p>Number and place value — count to 1000 and beyond, consolidate familiar counting sequences, investigate the 2s, 3s, 5s and 10s number sequences, identify and investigate odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition 3 digit numbers (standard and non-standard), match number representations, double 2-digit numbers, use place value to add & subtract numbers, double & halve multiples of ten, recall multiplication number facts and related division facts, add and subtract 2-digit and 3-digit numbers, represent multiplication and division, solve simple multiplication and division problems, recall addition number facts and related subtraction facts, solve addition & subtraction word problems</p> <p>Patterns and algebra — infer pattern rules from familiar number patterns, identify & continue additive number patterns, identify missing elements in number patterns</p> <p>Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters & eighths of shapes & collections, represent thirds of shapes & collections, describe the connection between halves, fourths (quarters) & eighths, solve simple number problems involving fractions.</p> <p>Using units of measurement — interpret and use a calendar, tell time to 5 minute intervals, measure length with non-standard units, represent a metre, measure with metres.</p> <p>Geometric reasoning — identify angles in real situations, construct angles with materials, compare the size of familiar angles in everyday situations; identify angles as measures of turn</p> <p>Shape — make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces, identify and describe the features of familiar three-dimensional objects</p> <p>Money and financial mathematics — count collections of coins & notes, make & match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</p> <p>Chance — identify every day events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments</p> <p>Using units of measurement — identify the need for standard units, represent one metre, measure in meters.</p> <p>Data representation and interpretation — collect data (by observing events, asking questions, conducting experiments), record data in lists and tables, display data as a picture or simple column graph, describe outcomes of data investigations</p>

SCIENCE	1.75 hours/week	Achievement Standard	By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.			
		Unit Overviews	Term1 Physical Sciences	Term 2 Chemical Sciences	Term 3 Biological Sciences	Term 4 Earth & Space Sciences
			Hot stuff (C2C Unit 3) Students investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another. They identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Students identify that heat transfers from warmer areas to cooler areas. They consider everyday questions about heat and conduct a range of investigations to solve them. Students plan and conduct investigations about heat and heat transfer and will collect data safely using appropriate equipment to record formal measurements. They represent their data in tables and simple column graphs to identify trends and explain their results and reflect on the fairness of their investigations. Students identify the importance of science investigations to respond to questions.	What's the matter? (C2C Unit 4) 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 posing questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students identify that science is involved in describing patterns and relationships in the way solids and liquids behave. They recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of solids and liquids in their everyday lives.	Is it living? (C2C Unit 1) Students understand what constitutes a living thing and that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students understand that science involves making predictions and describing patterns and relationships with reference to living things. They make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions. Digital Technologies Year 3 Unit 1 What digital systems do you use?	Spinning Earth (C2C Unit 2) Students investigate the effect of the Earth's rotation on its axis in relation to the position of the sun. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth's rotation. 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 will 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 used knowledge of the Earth's movement in their traditional lives. Students explore the relationship between the sun and the 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
TECHNOLOGIES	DESIGN & TECHNOLOGIES 1 hour/week	Achievement Standard	By the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.			
		Unit Overview	Semester 1	Semester 2		
			Food and fibre production and food specialisations: What's for lunch? (Unit 2 C2C) Students investigate food and fibre production and food technologies used in modern and traditional societies They design and make a lunch item that includes modern and traditional technologies. Students explore how people in different times developed food and fibre technologies to meet human needs. Students apply these processes and production skills: investigating by: <ul style="list-style-type: none"> exploring traditional food and fibre production and food technologies identifying contemporary technologies for growing food and fibre and preserving and preparing foods generating, developing, and communicating design ideas for a food product producing by working safely with equipment and ingredients to create a food product evaluating design ideas and processes for the product. collaborating as well as working individually throughout the design and production managing by sequencing production steps. HPE Year 3 Unit 2 Healthy Futures			

TECHNOLOGIES	DIGITAL TECHNOLOGIES 1 hour/week	Achievement Standard	By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.	
		Unit Overview	Semester 1	Semester 2
				<p>What digital systems do you use? (C2C Unit 1) Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They will:</p> <ul style="list-style-type: none"> • explore and describe how digital systems are used and meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data • define problems and identify needs • develop technical skills in using a visual programming language to create a digital solution • describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language • implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game • explain how their solutions and information systems, such as learning software, meet personal, school and community needs • develop skills in computational and systems thinking when solving problems and creating solutions. <p>Science Unit 3 Is it living?</p>
HUMANITIES & SOCIAL SCIENCES	2.25 hours per week	Achievement Standard	By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	
		Unit Overviews	Semester 1 Unit 1	Semester 2 Unit 2
			<p>Our unique communities (C2C Unit 1) Inquiry questions: <i>How do people contribute to their unique communities?</i> In this unit, students:</p> <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. <p>Dance Year 3 Unit 1 Celebrating dance</p>	<p>Exploring places near and far (C2C Unit 2) Inquiry questions: <i>How and why are places similar and different?</i> In this unit, students:</p> <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.

THE ARTS	0.75 hour/week	Achievement Standard	<p>By the end of Year 4, students describe and discuss similarities and differences between *artworks they make and to which they respond. They discuss how they and others organise the elements and processes in artworks. Students collaborate to plan and make artworks that communicate ideas.</p> <p>Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.</p> <p>Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p> <p>Students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</p> <p>Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.</p> <p>Students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p>			
		Unit Overviews	Term 1 Dance	Term 2 Drama	Term 3 Visual Arts	Term 4 Media Arts
		<p>Celebrating dance (C2C Unit 1) Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences suitable for Australia's National day using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about celebrations and commemorations identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. <p>HASS Unit 1 Our Unique Communities</p>	<p>Exploring issues through drama (C2C Unit 1) In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons. 	<p>Meaning in found objects (C2C Unit 1) Students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions collaborate and plan the presentation of individual sculptures as a mural project compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning. 	<p>On the cover (C2C Unit 1) In this unit, students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet. (Christmas Issue)</p> <p>Students will:</p> <ul style="list-style-type: none"> explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. <p>HASS Unit 1 & 2 Our Unique Communities; Exploring places near and far</p>	
Music 0.5 hours/week	Unit Overviews	Tuned Percussion (Marimba)	String (Ukulele)	Percussion (Drumming)	Ensemble	
	<p>Students make music and respond to music exploring a range of music using marimba.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing marimba and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume 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. 	<p>Students make music and respond to music using the ukulele through a range of songs.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing ukulele and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume 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. 	<p>Students make music and respond to music by exploring the music using the djembe.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns\ practise singing, playing drums and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from a range of cultures create, perform and record compositions in music by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Ensemble Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> respond how the elements of music are used to communicate meaning in the music performed describe how their music making is influenced by music and performances using aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm) 		

HEALTH & PHYSICAL EDUCATION		Personal, social & community Health 1 hour/week	Achievement Standard	Semester 1 Unit 1		Semester 2 Unit 2	
			Unit Overviews	Healthy Futures (C2C Unit 3) In this unit students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. Students will:		Good friends (C2C Unit 1) In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. Students will:	
				<ul style="list-style-type: none"> explore sustainability practices that demonstrate respect for the environment make connections between sustainability and personal health investigate sustainable practices in the classroom explore the similarities between community, classroom and school sustainable practices discuss how being outdoors supports the different dimensions of health participate in a range of outdoor activities with other students. 		<ul style="list-style-type: none"> explore a range of emotions and factors that influence and strengthen self-identity understand the basis of friendships examine the benefits of positive social interaction. understand what constitutes a respectful relationship explore roles and responsibilities within respectful friendships examine how to communicate effectively with friends Reflect on emotional responses associated with conflict investigate a range of strategies to resolve conflict and increase resilience recognise that friendships continue to evolve and change over time investigate strategies for managing changes in friendships. 	
				Term 1 Swimming	Term 2 Athletics	Term 3 Ball Skills	Term 4 Swimming
				Super Swimmer #1 Stroke Development and Aquatic Skills – freestyle, backstroke and breaststroke introduction In this context, students will consolidate aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement. They will become aware of the benefits of being fit and physically active and how they relate to swimming. Students will: <ul style="list-style-type: none"> consolidate aquatic skills using different body parts to travel in different directions develop arm, leg and breathing movements to perform recognised swimming strokes consolidate the swimming strokes of freestyle and backstroke introduction of breaststroke apply safety rules in an aquatic environment. consolidate the skill of diving 	Take your marks, get set, play In this unit, students will develop the fundamental movement skills of running, jumping and throwing. Students will: <ul style="list-style-type: none"> practise and refine the fundamental movement skills of running, jumping and throwing apply the fundamental movement skills of running, jumping and throwing while incorporating movement concepts in athletics understand the benefits of being fit and physically active while participating in athletic activities. apply safety rules in an athletics environment. development of ball games skills – tunnel, captain, leader 	Bat, Catch, Howzat! (adapted from C2C Unit 3) In this unit, students will apply strategies for working cooperatively and rules fairly. They will demonstrate refined striking/fielding skills and concepts in active play and games. They will apply skills, concepts and strategies to solve movement challenges in striking / fielding games. Students will: <ul style="list-style-type: none"> practise and refine fundamental movement throwing and object control skills consider and combine the concepts and strategies when participating in various activities understand and apply rules use creative thinking to transfer and apply fundamental movement to new contexts and game situations. apply safety rules in a cricket environment. 	Super Swimmer #1 Stroke Development and Aquatic Skills – freestyle, backstroke and breaststroke introduction In this context, students will consolidate aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement. They will become aware of the benefits of being fit and physically active and how they relate to swimming. Students will: <ul style="list-style-type: none"> consolidate aquatic skills using different body parts to travel in different directions develop arm, leg and breathing movements to perform recognised swimming strokes consolidate the swimming strokes of freestyle and backstroke introduction of breaststroke apply safety rules in an aquatic environment. consolidate the skill of diving develop racing skills (turns, touches, rules, starts to finishes)

