

Year 3, Semester 1 Overview 2022

Learning area	Unit Summary	
English	<p>Analysing informative and persuasive texts and creating persuasive texts</p> <p>In this unit, students listen to, read, view, and interpret informative texts containing various perspectives. They comprehend the texts and explore the text structure, language choices context, purpose, and audience using a variety of strategies. Students respond to a stimulus to write a persuasive response that links their HASS study about ANZAC Day</p>	<p>Imaginative Narrative</p> <p>In this unit, students listen to, read, view and interpret imaginative texts. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They write a narrative text based on a stimulus.</p> <p>Engaging with Poetry</p> <p>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 devices can be adapted to create new meaning. They then write and present a poem.</p>
Mathematics	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — 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. • 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. • Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations • Shape - identify and describe the features of familiar three-dimensional objects, make models of 3D objects. • Location and transformation - represent positions on a simple grid map, show full, half & quarter turns on a grid map, describe positions in relation to key features, represent movement & pathways on a simple grid map 	<p>Students will be involved in learning the following mathematical concepts:</p> <ul style="list-style-type: none"> • Number and place value — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, 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 • Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. • 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. represent multiplication, solve simple problems involving multiplication, recall multiplication number facts, double and halve multiples of ten. • 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. • 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. • Location and transformation - represent positions on a simple grid map, show full, half & quarter turns on a grid map, describe positions in relation to key features, represent movement & pathways on a simple grid map • Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.
Science	<p>Biological Sciences – It's Alive!</p> <p>In this unit 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 will 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.</p>	<p>Earth & Space Sciences – Night and day</p> <p>In this unit students will 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 will identify the observable and non-observable features of Earth and compare its size with the sun and moon. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. Students will represent their data in tables and simple column graphs to identify patterns and explain their results.</p>
HASS	<p>History - Investigating celebrations, commemorations and community diversity</p> <p>Students will investigate our Community and the Celebrations and Commemorations that are significant to us. They will determine aspects of the community that have changed and stayed the same over time. Students will also explore various celebrations and ways in which we commemorate the ANZAC Legend</p>	
HPE	<p>Physical Education:</p> <p>Student will practise and refine fundamental movement skills in a variety of movement sequences and situations and apply movement concepts and strategies for athletics.</p> <p>Health:</p> <p>Students will engage in a range of tasks related to cyber safety, wellbeing and growth mindset, healthy food and lifestyle choices and growing and changing.</p>	
Technologies	<p>Design Technology</p> <p>Students will use the design thinking process to plan and create an item to help commemorate our ANZAC soldiers.</p>	
The Arts	<p>Visual Arts</p> <p>Students will choose a celebration and create an artwork to represent the celebration.</p> <p>Music:</p> <p>Students will develop their aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. They will begin to explore reading music notes on the staff and apply this knowledge to playing tuned percussion instruments. Students will use iPads to practise and record their performance of songs.</p>	
Chinese	<p>Students will continue to build their knowledge of the Chinese language (pinyin, characters, numbers, greetings, courtesy phrases, songs, cultural comparing and festivals). They will develop their skills in speaking, writing, reading and listening using Chinese language. They will learn to exchange greetings, introduce themselves and each other and express thanks and apologies in Chinese.</p>	