**Year 3 2024 Curriculum & Assessment Plan ENGLISH**

| **Semester 1** | | | **Semester 2** | | |
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| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Themes in narratives**  Text: *Matty Forever (and various First Nations stories)*  discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01  discuss connections between personal experiences and character experiences in literary texts and share personal preferences  AC9E3LE02  plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 | **Informative and Persuasive focus: Fact vs opinion and reasoning**  Text: Model texts provided   * *understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful*   *AC9E3LA02*   * use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features   AC9E3LY05  plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06  read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 | **Genre focus: Poetry**  Text: Supermarket (Libby Hathorn)  My Country (Dorothea Mackellar)  Desert Community (Frances Todd)  discuss connections between personal experiences and character experiences in literary texts and share personal preferences  AC9E3LE02   * discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04 * plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume   AC9E3LY07 | **Imaginative focus: Developing mood in fictional texts**  Text: *Kumiko and the Dragon*   * discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative   AC9E3LE03   * use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05   plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06  understand that verbs are anchored in time through tense AC9E3LA08  read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 | **Informative/ Persuasive focus: Fact vs opinion and using mood to persuade**  Text: *The Peasant Prince*   * *understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02* * use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features   AC9E3LY05  plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 | **Genre focus: Drama/procedure**  Text: *Fantastic Mr Fox* and various recipe models   * understand how verbs represent different processes for doing, feeling, thinking, saying and relating   AC9E3LA07   * understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01 * plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 |
| **KNOWLEDGE APPLICATION** | **R2LTeaching Cycle: Story**   1. Preparing and reading  * Engage and interpret literature * Prepare and read whole text/ chapter  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary structural and language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns * Write new setting and event or character  1. Joint Construction  * Use well written narrative models to write a new chapter using short story strucuter to highlight theme | **R2L Teaching Cycle: Factual/Argument**   1. Preparing and Reading  * Prepare and read whole text * Read and interpret information and point of view * Discuss and make notes  1. Detailed Reading  * Recognise evaluative language patterns using key paragraphs from the model response * Highlight evaluative language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns to write a new argument  1. Joint Construction  * Reconstruct models of information reports and persuasive expositions | **R2L Teaching Cycle: Story**   1. Preparing and Reading  * Learn curriculum knowledge (poems\_ * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Understand in depth and detail * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Write technical and abstract language * Make notes and write new lines/sentences  1. Joint Construction  * Reconstruct stages and phases of a description * Reconstruct a poem | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Prepare and read whole * Discuss themes and aesthetics  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a a new event/ setting/ character  1. Joint Construction  * Deconstruct stages and phases | **R2L Teaching Cycle: Argument/ Text Response**   1. Preparing and Reading  * Read source texts about issues * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise evaluative language patterns using key paragraphs from the model arguments * Highlight evaluative language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns * New issue and position  1. Joint Construction  * Deconstruct models of arguments | **R2L Teaching Cycle: Factual (procedure)**   1. Preparing and Reading  * Learn field knowledge * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Make notes * Write new sentences guided by the teacher  1. Joint Construction   Deconstruct stages and phases of procedural text Use notes to organise information |
| **ASSESSMENT** | **Summative assessment**   * Written - Students write an imaginative narrative on a familiar theme of ‘friendship’ that develops characters from a familiar text. | **Formative and summative assessment**   * Written - a report * Written - an exposition * Reading comprehension: multi-choice identification of text types | **Summative assessment (Sem 2 Report):**   * Interpret a poem and identify the language devices used * Write and present a poem (use language devices to adapt and present a poem) | **Summative assessment**   * Publish an orientation to a short story establishing mood (present tense) with an illustration using visual language features to match * Reading Comprehension task | **Formative and summative assessment:**   * Written – a report on a place from studied text using information report staging and phasing * Written – a persuasive letter in role, using mood to persuade | **Formative assessment:**   * Write an informal procedure * Perform an Oral presentation in pairs and in role as a character from a studied text |
| **School Moderation** | **School Moderation** | **Cluster Moderation** | **School Moderation** | **Cluster Moderation** | **School Moderation** |
|  | **ACHIEVEMENT STANDARD** | By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. | | | By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. | | |

**Year 3 Curriculum & Assessment Plan MATHEMATICS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **Unit One** | **Unit Two** | **Unit Three** | **Unit Four** |
| **MATHEMATICS 5 h/w** | **CURRICULUM KNOWLEDGE** | * Number and place value - count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts. * Using units of measurement - tell time to five-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. | * **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. * **Shape** - identify and describe the features of familiar three-dimensional objects, make models of three-dimensinoal objects. * **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. Represent symmetry, describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non- symmetrical. * **Geometric reasoning** - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations, Identify angles as measures of turn. | * **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, count the change required for simple transactions to the nearest five cents. * **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. * **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, | * 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. * 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. * Using units of measurement - measure, order and compare objects using familiar metric units of length, mass and capacity. 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. * Chance - conduct chance experiments, make predictions based on data displays. * Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, and interpret data displays. |
| **SKILL DEVELOPMENT** | * Count to 1000 * Count in 2s, 3s, 5s, 10s * Order 3 digit numbers * Number facts: addition and subtraction 2 digit numbers. * Months of the Year * Time: 5min intervals * 4 digit numbers * Arrays * Repeated addition * Part-part whole model (multiplication) * Division facts * Fractions: symbolic representation * Fractions of collections * Chance language * Data: types of graphs | * Count beyind 1000 * Multiplication Facts * Related Division facts * Addition Facts * Subtraction facts * Column graphs * Money: count coins and notes * Calculating change * Patterns * Addition facts * Subtractions facts * Grid coordinates * Directional language * Angles- right angle, greater than/less than right angle * 3D shapes (curved surfaces) | * Partition 3 digit numbers * Money: Change * Odd/even numbers * Patterns * Fractions: ½, ¼, 1/8, 1/3 * Multiplication facts: x0, x2, x5, x10 * Related division facts * Fractions: ½, 1/3, 1/5, 1/8, ¼, 1/8 * Symmetry * Measuring length using standard metric units (metres and centimetres) * Measuring mass using standard metric units (kilograms) * Measuring mass using standard metric units (grams) * Measuring capacity using standard metric units (litres) * Measuring capacity using standard metric units (millilitres | * Addition Facts * Subtraction facts * Multiplcation facts x3 * Related division facts * Count coins/notes * Equivalent combinations * Change * Measurement units * Mixed Number facts * Telling time to nearest minute |
| **ASSESSMENT** | **Summative Assessment:**  Representing, adding and subtracting numbers  Assessment description: Students recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.  Conducting a simple chance experiment.  Assessment description: Students collect and interpret data from simple chance experiments.  Investigating and measuring length  Assessment description: Students use simple strategies to reason and solve measurement inquiry questions. | **Formative assessment:**  Classifying numbers as odd or even and continuing number patterns  Students identify odd and even numbers, justify why a number is odd or even, and to identify, continue and describe number patterns.  **Summative assessment:**  Adding, subtracting and partitioning numbers   * Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.   Investigating positions on maps   * Students use simple strategies to reason and solve a location inquiry question.   **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. | **Summative assessment:**  **Measuring length, mass and capacity using metric units.**  Students use metric units to measure and compare length, mass and capacity.  **Money (eAssessment)**  Students represent money values in various ways and correctly count change from financial transactions.  **Investigating change**  Students use simple strategies to reason and solve money inquiry questions.  **Patterning and connecting addition and subtraction**  Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction. | **Summative assessment**:  **Representing multiplication**  Students represent multiplication and solve multiplication problems using a range of strategies.  **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.  **Telling time to the nearest minute**  Students tell time to the nearest minute and solve problems involving time.  **Investigating the relationship between units of time**  Students use simple strategies to reason and solve a measurement inquiry question. |

**Grade 3 and 4 – Rotation B- STEM**

| Term 1 | **Term 2** | **Term 3** | **Term 4** |
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| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Why is a spoon hot in soup and cold in ice cream?** | **What will you use to make a water cooler?** | **Is soil alive?** | **What digital systems do you use?** | |
| 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. | Students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose a items to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply processes and production skills.  **Food and fibre production and Food specialisations- What’s for lunch?**  *Linked to excursion to The botanical gardens – Healthy active garden*  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 to recognise that minerals are the building blocks of soil and rocks and that the different characteristics of them depend on the components they are made up of. They will explore the school grounds observing different types of soils and rocks using magnifying glasses to observe their components and describe similarities or differences such as texture, colour, grain or crystal size, plant matter as well as living things such as earthworms and insects. Students will come to identify that soil and rocks are key components of the built and natural environment and recognising that erosion is a problem caused by natural processes and human activity. They will also investigate how First Nations Australians’ knowledges of the land was important to their living. For Example, how different rock and mineral types, were used for stone blades, grindstones and pigments. | Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution using a visual programming language.  2 Tasks will complete this unit   1. Exploring digital systems 2. Coding task challenge | |
| **Assessment** | *Tasks and activities for this unit will cover th following assessment criteria*  **Physical Science-** They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects to relate the uses of different materials because of their properties.  **Science Inquiry Skills-** Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | *Tasks and activities for this unit will cover the following assessment criteria*  ***Design and Technology -*** describe how people design products, services and environments to meet the needs of people, including sustainability  **Processing and production skills-** Students describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | *Tasks and activities for this unit will cover th following assessment criteria*  **Earth and Space Science-** They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify key processes in the water cycle and describe how water cycles through the environment.  **Science Inquiry Skills-** Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | *Tasks and activities for this unit will cover the following assessment criteria*  **Digital technologies**- Identify digital systems and their peripherals for a range of purposes.  **Processing and production skills**- students create simple digital solutions and use provided design criteria to check if solutions meet user needs. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. They use digital systems and their peripherals for a range of purposes,. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours | |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | |

**Year 3 Curriculum & Assessment Plan HASS and Arts**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HUMANITIES AND SOCIAL SCIENCES 1h 30m/w** | **KA** | **Unit One- Migration in Australia and Australia Day ( A Year Program)**  *Inquiry question: How did we get here and what influences a sense of belonging?* | | **Unit Two- Exploring Places in Australia Near and Far ( A Year Program)**  *Inquiry question: How and why are places similar and different?* | |
| **CURRICULUM KNOWLEDGE** | In this unit, students:   * 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. | | In this unit, students:   * 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. * communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. | |
| **ACHIEVEMENT STANDARD** | 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. | | 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. | |
| **ASSESSMENT** | *Assessment tasks:*   * Stimulus activities working with timelines and sources   Research project – the history of Australia Day and a range of responses to this event | | *Assessment tasks:*   * Stimulus activities to describe features of place and problem solving   Research project - a sustainability issue | |
| **THE ARTS 1 h/w (plus 30 min Music)** |  | **Unit 1 – Visual Arts: Elements of Art**   * Exploring elements of art through inquiry | **Unit 2 – Dance/Drama**  Improvisation and performance skills | **Unit 3 – Media Arts: Publishing**  Exploring use of media to create advertisments, posters or magazine covers | **Unit 4 – Visual Art: Patterns in the Environment**  .  Developing an artwork using chosen elements and media |
|  | By the end of Year 4, 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. | By the end of Year 4, students describe and discuss similarities and differences between dances and dramas they make, perform and view. They discuss how they and others organise the elements of dance and drama depending upon the purpose.  Students structure movements into dance/drama sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances/dramas and perform with control, accuracy, projection and focus. | By the end of Year 4, 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. | By the end of Year 4, 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. |
|  | **Formative assessment – Work samples, checklists, teacher observations**  **Summative assessment – Displayed art work and review** | **Formative assessment – Teacher observations, checklists, work samples**  **Summative assessment – Performance (group and individual) with annotation** | **Formative assessment – Teacher observations and checklists**  **Summative assessment – Displayed art work and review** | **Formative assessment – Checklists, teacher observations, work samples**  **Summative assessment – Displayed art work and annotation** |
|  | Music  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.  They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.  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. | | Music  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.  They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.  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. | |
|  | Formative assessment only – group arrangement | | **Assessment:** Solo with instrument | |

**Year 3 Curriculum & Assessment Plan HEALTH & PHYSICAL EDUCATION**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** | |
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| **HEALTH AND PHYSICAL EDUCATION 2 h/w** |  | Swimming Unit 1  Introduction to Orienteering  Cross Country Preparation | Athletics  Athletic Development & Technique  Cross Country Preparations | Football (Soccer Unit) | | Swimming Unit 2  Foundation Life Saving  Ball Games Unit |
|  | Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | | Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. |
|  | **Assessment:** Observation / checklist | **Assessment:** Observations / checklists | **Assessment:** Observations / checklists | | **Assessment:** Observation / checklist |
|  | U1 - Good friends   * 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. * Learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. * Reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. | | **U2- Feeling Safe**  In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe. | | |
|  | Formative and Summative Assessment:  Recognise strategies for managing change | | Formative and Summative Assessment:  Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. | | |
| **Excursion** | |  | Planetarium and Botanical gardens |  | |  |