

Kedron State Schools Expectations

- Be Respectful**
- Be Responsible**
- Be Safe**
- Be a Learner**

Choose your Attitude	Quiet	Be Organised	Following Directions	Getting Started
				
Staying on Task	Scan for Clues	Ask for Help	Completing Task	Is this my Best Work?
				

Year 3 Curriculum – Term 3

Classroom teachers – Aleisha Morris, Gail Whately and Amelia Robin

English – Weeks 1-5

Examining stories from different perspectives

In this unit 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 a spoken retelling of a story from a different perspective.

Specific learning opportunities include:-

- understanding how content can be organised using different text structures depending on the purpose of the text
- understanding how language features and vocabulary choices are used for different effects
- identifying literal and implied meaning connecting ideas in different parts of a text
- writing using joined letters that are accurately formed and consistent in size.

Assessment

Comprehending traditional stories

Students read a traditional story and use comprehension strategies to infer meaning and evaluate the narrative.

Retelling a narrative from a different perspective

Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.

Maths

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, identify related division number facts, and use number sentences that represent problem situations.

Money and financial mathematics- represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, calculate change and simple totals,

Fractions and decimals - 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, represent time to the minute on digital and analogue clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts.

Science

Hot stuff

In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will 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 will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements.

Assessment

Understanding heat

Students conduct an investigation into the behaviour of heat to explain everyday observations. Students describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.

Led by Mrs Robin



Humanities and Social Science – HaSS – Semester 2

Exploring places near and far

In this unit students will explore the following inquiry question:

How and why are places similar and different?

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
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- explain the role of rules in their community and share their views on an issue related to rule-making
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Led by Miss Morris

The ARTS

Poetry In Motion

In this unit, students create a character animation to deliver an audio recording of a short, humorous poem.

Students will:

- explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage an audience
- experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation
- present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches
- describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Health

Healthy futures

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.



Technology – Semester 2

What digital systems do you use?

In this unit students will 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:

- identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
- define simple 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 existing information systems, such as learning software, meet personal, school and community needs
- develop skills in computational and systems thinking when solving simple problems and creating solutions.

Led by Mrs Oxenham

Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents years 3–4](#)