


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

Kedron State Schools Expectations

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

Year 3 Curriculum – Term 1

Year Level Teachers – Michelle Robinson, Megan Radley, Jordan Armstrong, Kay Nicholson & Gitti Harriman

English

Analysing and creating persuasive texts

In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. The students investigate the text structure of a persuasive, as well as the language features that are used to write an effective persuasive. The students then use this knowledge to create their own persuasive texts.

Assessment Persuasive texts – written and oral

Students examine ways persuasive language features are used to influence an audience.

Reading comprehension

Students comprehend literal and implied meaning in a text and identify and explain the author's use of language.

Maths

- **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.

Assessment

Representing, adding and subtracting numbers
 Conducting a simple chance experiment
 Investigating and measuring length

Science

Is it living?

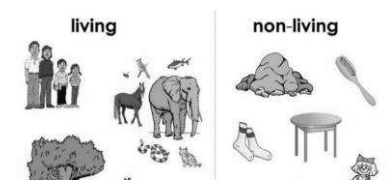
In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into 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.

Assessment

Investigating Living Things

Students group living things based on observable features and distinguish them from non-living things.



Humanities and Social Science – HaSS

Semester 1

Our unique communities

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.

Assessment

Our unique communities

Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?

The ARTS – led by Mrs Davison

Exploring issues through drama

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.



Health- led by Mrs Oxenham

Healthy Futures

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.

Assessment

Students 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 and participate in a range of outdoor activities with other students.

Design Technology – Semester 1

Repurpose it!

Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will explore Sustainability.

Students will apply the following processes and production skills. They will be testing materials including fabrics and exploring techniques for shaping and joining them. The students will identify examples of recycling, up-cycling and reusing. They will be generating design ideas for a useful item and communicating them with annotated design drawings. They select relevant tools and resources, and their safety requirements. At the end of this unit the students will evaluate their design ideas, processes and solutions.

Assessment

Repurpose a clothing item with other recycled materials to create a useful item.

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](#)