Year 3 Curriculum Overview Term 1

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| **Religion**  **Church:** In this unit, students will learn what a community is, using our families as a common example of a community. Students will explore the ways that people participate in communities, for example, by valuing everyone’s ideas and abilities. Students will learn that another special community is the ‘family of God’, called the Church. They will learn that Jesus encourages us to be part of God’s family by praying, celebrating the sacraments, and living in a way that pleases God. Students will also learn about the Hail Mary and the Angelus prayers and the feast days that we celebrate to honour Mary.  **Lent-Easter:** This unit, explores relationships. Students will learn about being a good friend and how we can improve our friendship skills. Students will also learn that in the season of Lent people remember Jesus’s life, death and rising from the dead. They will learn what the Church does to remember this. Students will be able to identify and explain the connection to the Mass of the Last Supper. |
| **Literacy**  **Reading:** This term we will work on reading comprehension skills and work on our ability to write well-structured full sentence answers. Our comprehension focus strategies will cover predicting, prior knowledge, inferring and making connections. We will also work on reading aloud with expression. We encourage the students to read every night at home.  **Writing:** This term our focus writing genres will be narrative and persuasive. Students will build their understanding of text structure and descriptive language to build on the detail in their writing. When writing narratives, students will develop the skills of creating a story to entertain and engage their reader. They will also be encouraged to structure their writing into paragraphs. When writing a persuasive text, students will learn to present their opinion and support it with evidence. Students will be encouraged to build on their use of a variety of paragraph starters for persuasive texts.  **Spelling:** During Term One students will work through Units 1-10 of the Soundwaves program. Students will continue to develop their understanding of the spelling rules for adding suffixes such as ed or ing. Students will demonstrate their understanding of spelling patterns through transferring their knowledge into their writing.  **Library:** Students will engage in book borrowing and be allocated time to read in silence after lunch daily to  enhance their reading skills. They will be able to borrow two books from the library, one is free choice, and one is a book that matches their reading level on Literacy Pro. |
| **Maths**  Maths will have a problem solving focus throughout the year. The following concepts will be covered this term:  **Addition & Subtraction Strategies:** students will recognise and explain the connection between addition and subtraction. They will also recall addition facts for single digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.  **Multiplication:** students will recall multiplication facts of two, three, five and ten.  **Place Value:** students will recognize, model, represent and order numbers to at least 10 000. They will apply place value to partition rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems.  **Number:** students will investigate the conditions required for a number to be odd or even and identify odd and even numbers.  **Measurement :** Students will measure, order and compare objects using familiar metric units of length and mass and understand the difference between metres and centimetres.  **Geometry:** Students identify angles as measure to turn and compare angle sizes in everyday situations.  **Probability:** Students will conduct chance experiments, identify and describe possible outcomes and recognise variation in results. |



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| **Technology**  **Digital Technologies:** Students will learn strategies for staying safe online and identifying the habits of a good digital citizen. They will work through activities based on ‘Hector’s World’. Students will learn that digital systems and peripheral devices are used for different purposes. They will also learn that different types of data can be represented in different ways. Students will use a digital device to explore how to use algorithms for simple coding tasks. |
| **Health**  **Social / Emotional Program:** Opportunities are provided for students to explore and strengthen their personal identity and build their friendship skills as well as resilience. Highway Heroes engages children in learning about how their social world impacts their behaviours and provides multiple opportunities to actively practise skills that increase their friendliness, social acceptance and ability to manage friendships that are sometimes difficult. |
| **HASS**  **Civics and Citizenship:** Students will learn that communities make decisions in different ways. They will learn that voting is a way that groups make decisions democratically. Students will identify who makes rules, why rules are important, and the consequences of rules not being followed.  **Geography:** Students will learn the location of Australia’s states, territories and capital cities and major regional centres of Western Australia. They will learn about the location and identifying attributes of Australia’s major natural features (e.g., rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef). Students will also learn about the difference between climate and weather, including the main climatic zones of the world (e.g., equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places. |
| **SCIENCE**  **Night and Day:** This term the Year Three students will explore the sizes, shapes, positions and movements of the Sun, Earth and Moon. Students will investigate light and shadow to determine the Earth’s movement around the Sun. They will investigate how shadows change throughout the day and link these changes to the Sun’s apparent movement across the sky. Cecily Arkell from Australian Earth Education will present an incursion about how the Sun’s energy changes how UV beads capture invisible light from the Sun. By conducting this team investigation students will record predictions, findings and variables. To conclude the topic the students will create a model to show their understanding of the relationship between the Sun Earth and Moon. |
| **ART**  Mrs McGrath will teach Art this year. Year Three will be focusing on shape (organic, space around shapes), line (thick, thin, dashed, continuous, broken) and will be experimenting with weaving. They will be using all the above elements of art to create a self-portrait, Kente cloth strip weaving and Easter art. |
| **ITALIAN**  Mr Monzu will be teaching Italian for Semester One. This term in Italian we will focus on the theme of travel, introducing the Italian language, culture, and customs through immersive experiences of travelling to different regions of Italy. The aim is to build a foundation of basic vocabulary and phrases by using interactive activities and games. It also emphasizes the importance of learning about the local culture, landmarks, and geography while encouraging respect for cultural diversity and differences. |
| **PERFORMING ARTS**  Miss Costantino will be teaching Performing Arts this year. In Performing Arts in Term One, the Year Three students will be exploring and improvising different ways to move their bodies through dance. The emphasis is on students being creative with their movement choices while making connections to the elements of dance (Body, Energy, Space, and Time). Students will also be exposed to various dance performance videos which will allow them to visualise and analyse the elements o dance in other people’s dances. Towards the second half o the term, the students will also be exploring how dance has evolved across time. |
| **SPORT**  Mr Harris will be teaching Sport this year. We will be focusing on developing the students ability to apply Fundamental Movement Skills and tactics in game like settings. The students will have the opportunity to develop these skills in the sports of cricket and hockey. Although your child/children may have been exposed to these sports before, we will be working to meet each child at their own individual level. |