YEAR 3 OVERVIEW

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately. Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their writing includes writing and images to express their ideas. In some detailed experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions to provide useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

MATHEMATICS YR3

Achievement

7 Hour/week

Unit Overview

Term 1

Unit 1

Analysing and creating a persuasive text

Students read, view and analyse digital and written persuasive texts. They complete a running record and reading comprehension and write short persuasive texts.

Investigating characters

Students study to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character.

Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel.

Exploring personal experiences through events

Students read and listen to written and spoken literacy and informative texts to identify the ways authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning and make interpretations about a literacy text. Students write a persuasive letter to persuade the school principal that an event should be celebrated at school.

Exploring procedure

Students listen to, read, view and analyse informative, literary and digital texts about caring for animals to plan and create a written procedure which includes related mental elements.

Reading and responding to different versions of a story

Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They create a spoken retell of a story they select from another perspective.

Creating online narratives

Students listen to, read and create a range of stories, with a focus on different versions of the same story. They create a spoken retell of a story they select from another perspective.

Reading, writing and performing poetry

Students listen to and read poetry about different places in Australia. Students create and perform a written poem that includes the use of imagery and sound devices.

Reading, writing and responding to people's stories from the past

Students listen to, read and view informative and imaginative texts set in the past about people and their experiences. They write a letter in role as one of the characters from a selected text retelling their experiences.


depth

Term 2

Unit 2

Number and place value — represent 3- and 4-digit numbers using standard and non-standard partitioning, compare and order numbers, use addition and subtraction flexibly, identify related facts and represent time.

Number patterns — describing, continuing and creating patterns using addition and subtraction. Students can create a range of patterns with different combinations of numbers. They use understanding of place value to add and subtract 2 digit numbers.

Place value — recognising, representing and ordering numbers up to 10 000. Students can use mental strategies and algorithms to solve problems, and check their answers.

Fractions — partitioning areas, collections and lengths to create halves, quarters, thirds and fifths.

Money — representing equal money amounts up to $100 and counting change required for simple transactions.

Consolidate understandings of:

Location: creating and interpreting simple grid maps and showing position and pathways

Number operations — recalling addition and subtraction facts and developing strategies for calculation, recalling two, three, five and tens facts and developing strategies to solve problems

Shape — describing key features and creating models of 3D objects

Chance — conducting experiments and describing outcomes.

Shape

15 Hour/week

Unit Overview

Term 3

Unit 3

Spinning Earth

Students will demonstrate their knowledge of the Earth’s rotation on its axis in relation to the position of the sun to explain how day and night is made. Students will make predictions using their prior experiences and collect and present data on shadows to help answer questions about everyday observations. This unit will provide students with the opportunity to engage in cultural representations of the relationship between the sun, moon, Earth and time.

Is it living?

Students will classify living and non-living things according to observable features and recognise once-living things. Students will investigate the living and non-living things in their local environment and recognise the use of this science knowledge in their lives.

Hot stuff

In this unit students investigate how heat can be produced and transferred. Students explore factors affecting heat transference and safety practices required. The unit provides opportunities to use this knowledge to analyse real life applications of heat production and transference.

What's the matter?

In this unit students will investigate the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life.

Science YR3

Achievement

5 Hour/week

Unit Overview

Term 4

Unit 4

Is it living?

Students will classify living and non-living things according to observable features and recognise once-living things. Students will investigate the living and non-living things in their local environment and recognise the use of this science knowledge in their lives.

Hot stuff

In this unit students investigate how heat can be produced and transferred. Students explore factors affecting heat transference and safety practices required. The unit provides opportunities to use this knowledge to analyse real life applications of heat production and transference.

What's the matter?

In this unit students will investigate the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life.
### TECHNOLOGY

**Essential Learnings**
- **Unit Overview/ Essential Learnings**
  - Resources are used to make products for particular purposes and contexts: Resources have characteristics that can be matched to design requirements; Simple techniques and tools are used to manipulate and process resources. Technology is part of our everyday lives and activities. Designs for products are influenced by purpose, audience and availability of resources; Technology and its products impact on everyday lives in different ways.
  - LINKS WITH SCIENCE UNIT “IS IT LIVING” – TH2: Designs for products are influenced by purpose, audience and availability of resources e.g. forms of transport and transportation systems have changed over time; toys and games are designed to meet the needs of particular age groups.
  - LINKS WITH SCIENCE UNIT “HOT STUFF” – IMS 1: Resources have characteristics that can be matched to design requirements e.g. a website can be made more appealing by the use of bright colours and animations; selecting materials that will float to make a boat; characteristics of Australian plants affect the types of string and rope made by Indigenous peoples.

### HISTORY YR3

**Unit Overview/ Essential Learnings**
- **HISTORY UNIT 1: Investigating celebrations, commemorations and community diversity**
  - How and why do people choose to remember significant events of the past?
  - What is the nature of the contribution made by different groups and individuals in the community?
  - In this unit students:
    - investigate the celebration and commemoration of significant events in their lives, their local community and other places around the world
    - use provided sources to examine the significance of celebrations and commemorations from a range of perspectives including Aboriginal peoples and Torres Strait Islander peoples and other identified cultural groups linked to the history of the local area
    - pose questions about the enduring significance of these events, particularly through the use of symbols and emblems
    - recognise the historical features and diversity of their community
    - appreciate the remains of the past in the local area through a focus on events celebrated by the community and the contributions of different groups to the community.

### HPE

**Unit Overview/ Essential Learnings**
- **LEARNING ABOUT AUSTRALIAN DEMOCRATIC PROCESSES AND VOTING FOR STUDENT LEADERS**
  - PES3: Voting is used to make decisions and select leaders in democratic systems e.g. voting to determine class rules, students responsibilities and class representatives
  - PES2: Democratic decision-making systems help people to live and work together in communities e.g. student councils make decisions about the school on behalf of the students; local governments make decisions about roads and waste management for local communities

### SSOE YR3

**Unit Overview/ Essential Learnings**
- **CONNECTS WITH INDIGENOUS UNIT, EXPLORING CULTURE AND HISTORY**
  - CI3: Stories about significant events and individuals reflect cultural diversity in local and other Australian communities e.g. traditional tales from around the world with a focus on particular characters and events can be shared in communities and demonstrate the diversity of people within communities.
**Year 3: Content Descriptors for Spelling (Language Strand)**

**Language**

Expressing and developing ideas

Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’

- using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); three-letter clusters (for example ‘thr’, ‘shr’, ‘squ’); visual knowledge (for example more complex single syllable homophones such as 'break/brake', 'ate/eight'); morphemic knowledge (for example inflectional endings in single syllable words, plural and past tense); generalisations (for example to make a word plural when it ends in ‘s’, ‘sh’, ‘ch’, or ‘z’ add ‘es’)

Recognise high frequency sight words

becoming familiar with most high-frequency sight words

---

**Suggested Framework from C2C**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contractions</strong></td>
<td><strong>Diphthongs - ambiguous vowels</strong></td>
<td><strong>Long vowel /a/ and /e/ patterns</strong></td>
<td><strong>Plurals</strong></td>
<td><strong>Word endings –le and -el</strong></td>
<td><strong>Final sounds –rge, -lge, -nge</strong></td>
<td><strong>Unaccented /a/ and /be/</strong></td>
<td><strong>Greek and Latin roots – cent, graph, fin, port</strong></td>
</tr>
<tr>
<td><strong>Compound words</strong></td>
<td><strong>Comparatives and superlatives</strong></td>
<td><strong>Long vowel /e/ and /i/ patterns</strong></td>
<td><strong>Plurals</strong></td>
<td><strong>Word endings –le and -el</strong></td>
<td><strong>Inflectional endings – end in /y/ and /y/</strong></td>
<td><strong>Open syllables</strong></td>
<td><strong>Greek and Latin roots – circ, oct, re, dec</strong></td>
</tr>
<tr>
<td><strong>Comparatives and superlatives</strong></td>
<td><strong>/r/ influenced vowels</strong></td>
<td><strong>Long vowel /o/ and /u/ patterns</strong></td>
<td><strong>Inflectional endings drop /e/ add -ing</strong></td>
<td><strong>/r/ influenced vowels</strong></td>
<td><strong>Prefixes – un-, re-, up-, mid-</strong></td>
<td><strong>Closed syllables</strong></td>
<td><strong>More complex compound words</strong></td>
</tr>
<tr>
<td><strong>/r/ influenced vowels</strong></td>
<td><strong>Homophones</strong></td>
<td><strong>Beginning complex consonant clusters str, thr, scr, squ</strong></td>
<td><strong>Inflectional endings drop /e/ add -ing</strong></td>
<td><strong>/r/ influenced vowels</strong></td>
<td><strong>Suffixes -ian, -y, -en</strong></td>
<td><strong>Words ending in /e/ - long vowel</strong></td>
<td><strong>Dictionary skills/ word games</strong></td>
</tr>
<tr>
<td><strong>Homophones</strong></td>
<td><strong>Word endings –le and -el</strong></td>
<td><strong>Word endings –dge and ge, short vowels /e/, long vowel /a/</strong></td>
<td><strong>Consolidation</strong></td>
<td><strong>Past tense</strong></td>
<td><strong>Consolidation</strong></td>
<td><strong>Consolidation</strong></td>
<td><strong>Consolidation</strong></td>
</tr>
</tbody>
</table>