

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
YEAR 3 OVERVIEW									
ENGLISH YR3	7 hours/week	<p>Achievement standard By the end of Year 3, students understand how content can be organised using different <u>text structures</u> depending on the purpose of the <u>text</u>. They understand how <u>language features</u>, images and vocabulary choices are used for different effects. They <u>read texts</u> that contain varied <u>sentence structures</u>, a range of punctuation <u>conventions</u>, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a <u>text</u>. They select information, ideas and events in <u>texts</u> that relate to their own lives and to other <u>texts</u>. They <u>listen</u> to others' views and respond appropriately. Students understand how <u>language features</u> are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their <u>texts</u> include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students <u>create</u> a range of <u>texts</u> for familiar and unfamiliar <u>audiences</u>. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of <u>grammar</u> and choose vocabulary and punctuation appropriate to the purpose and <u>context</u> of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They <u>write</u> using joined letters that are accurately formed and consistent in size.</p>							
	Unit Overview	<p>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.</p>	<p>Investigating characters Students listen 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.</p>	<p>Exploring personal experiences through events Students read and listen to written and spoken literary and informative texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning and make interpretations about a literary text. Students write a persuasive letter to persuade the school principal that an event should be celebrated at school.</p>	<p>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 multimodal elements.</p>	<p>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.</p>	<p>Creating online narratives 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.</p>	<p>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.</p>	<p>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.</p>
MATHEMATICS YR3	5 hours/week	<p>Achievement standard By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.</p>							
	Unit Overview	<p>In these units students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of:</p>							
SCIENCE YR3	1.75 hours/week	<p>Achievement standard By the end of Year 3, students use their understanding of the movement of the Earth, <u>materials</u> and the behaviour of heat to suggest explanations for everyday observations They describe features common to living things. They describe how they can use science <u>investigations</u> to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of <u>investigations</u>. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the <u>investigation</u> questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their <u>investigations</u>. They use diagrams and other representations to communicate their ideas.</p>							
	Unit Overview	<p>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.</p>	<p>Is it living? Students will justify groupings of 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.</p>	<p>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.</p>	<p>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.</p>				

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TECHNOLOGY	1 hr /week	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	1 hour/ week	Achievement standard By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.							
		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: <ul style="list-style-type: none"> 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. 				HISTORY UNIT 2: Exploring continuity and change in local communities Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? In this unit students: <ul style="list-style-type: none"> plan and conduct research about continuity and change in the region or state/territory pose a range of questions to guide research identify sources and locate relevant information in sources to answer questions about the past locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region recognise and appreciate the historical features and remains of the past in a local area record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory. 			
The Arts YR3	1.25hrs/week	Essential Learnings		Visual Arts ❖ VA1: Warm (red, orange, yellow) and cool(blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation e.g. using cool colours to suggest calm in a paper and glue sculpture about dreams and sleep		Media		Visual Arts	
				❖ VA2: Line is used to suggest movement and direction e.g. using heavy, straight lines to suggest the swiftness of a cheetah running or soft, squiggle lines to suggest the slowness of a flowing river.		❖ ME1: Still and moving images, sounds and words are used in media texts e.g. using still and moving images, sounds and words in a television advertisement. ❖ ME2: Media techniques and practices including crop, print, record/capture & sequence images, sounds & words, are used to create media texts. e.g. cropping a digital image to create a close-up from a long shot			
HPE	2 hours/week	Essential Learnings EXPLORING YCDI QUALITIES FOR SEMESTER ONE TO BUILD AND MAINTAIN POSITIVE FRIENDSHIPS AND RELATIONSHIPS WITHIN THE CLASS/YEAR LEVEL CONTEXT. <ul style="list-style-type: none"> PD2: Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences e.g. listening, sharing and showing concern, being kind and patient, and respecting rules, customs and traditions, help people to get along with peers. ❖ PD3: Everyday experiences and relationships give rise to different emotions in self and others e.g. having friends can foster happiness; feeling left out can cause sadness 				CONNECTS WITH INDIGENOUS UNIT, EXPLORING INDIVIDUAL IDENTITY ❖ PD1: Identity is shaped by personal characteristics and experiences e.g. gaining satisfaction from completing a task; have a sense of belonging from being a part of a group or team.			
		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				EXPLORING INDIGENOUS 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.			
SOSE YR3	1 .5hr /week								

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

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