

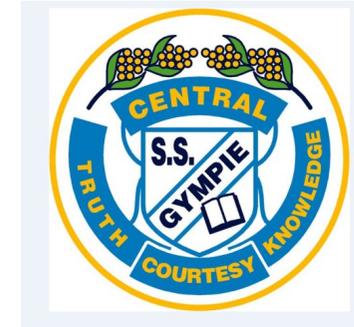
Term 4 Year 3 Curriculum Snapshot

Our vision is for all students to be:

- successful learners;
- confident and creative individuals;
- independent, self-directed
- active and informed citizens.

Our values:

- Be a Learner
- Be Respectful
- Be Safe



We believe that all students can learn and achieve. Student learning occurs when;

- learning is inclusive, integrated, engaging, relevant and purposeful;
- language is developed and consistent across the curriculum;
- learning experiences are challenging to develop critical and creative thinkers;
- data is used to inform teaching and planning;
- differences are recognised and valued; and
- a safe and supportive learning environment is provided.

Our School Priority

A school wide improvement in writing including teacher knowledge, student performance and moderation.

English 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.

Assessment task - 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. **Comprehending traditional stories** - Students read a traditional story and use comprehension strategies to infer meaning and evaluate the narrative.

Science Night and Day

In this unit, students explore the sizes, shapes, positions and movements of the Sun, Earth and Moon. They investigate how shadows change throughout the day and link these changes to the Sun's apparent movement across the sky. Students role-play the movements of the Earth in relation to the Sun and Moon.

Assessment task - Students will explain their understanding of the movement of Earth to suggest explanations for everyday observations such as night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.

Health and Physical Education (HPE) I am Healthy and Active and Having a Ball!

Health In this unit, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.

Supervised Written Assessment — Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active.

Physical Education In this unit, students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 newcombe. They will also apply strategies for working cooperatively and apply rules fairly.

Assessment practical task—Students refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching, and apply concepts and strategies to solve challenges in games of Fast 4 newcombe.

Technologies What Digital Systems do you use?

Digital Technologies— 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.

Assessment Portfolio—Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.

Mathematics

Number and place value - recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use part-part-whole thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems.

Fractions and decimals - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions.

Money and financial mathematics - count the change required for simple transactions to the nearest five cents.

Using units of measurement - measure, order and compare objects using familiar metric units of length, mass and capacity

Shape - make models of three-dimensional objects.

Location and transformation - represent symmetry, interpret simple maps and plans.

Geometric reasoning - identify angles as measures of turn, compare angle sizes in everyday situations.

Chance - conduct chance experiments, make predictions based on data displays.

Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, and interpret data displays.

Assessment Tasks

Interpreting grid maps Identifying symmetry Three-dimensional objects and angles Using unit fractions

Humanities and Social Sciences (HASS) Investigating Characteristics of Places

In this unit students will explore the characteristics of places from the local to national scale, and how and why places are similar and different.

Assessment task - Students investigate and compare the diverse characteristics of two places in Queensland and how people connect with these places.

The Arts (Mrs Greer) Tiny Worlds

Visual Arts— In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.

Assessment collection of work— Students explore human connections to real and imagined environments as inspiration for constructing mixed-media artworks.

High Expectations- These four questions guide our intentional approach to improving the progress of students.

How are our students doing?

How do we know?

What are we doing to improve students' learning?

How do we know when it's working?