**Year 3 2025 Curriculum & Assessment Plan ENGLISH**

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|  | **Achievement Standard** | By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. | | | | | |
| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Semester One** | | | **Semester Two** | | |
| **Imaginative focus: Themes in narratives**  Text: *Matty Forever (and various First Nations stories)*  discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01  discuss connections between personal experiences and character experiences in literary texts and share personal preferences  AC9E3LE02  plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 | **Informative and Persuasive focus: Fact vs opinion and reasoning**  Text: Model texts provided   * *understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful*   *AC9E3LA02*   * use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features   AC9E3LY05  plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06  read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 | **Genre focus: Poetry**  Text: Supermarket (Libby Hathorn)  Desert Community (Frances Todd)  discuss connections between personal experiences and character experiences in literary texts and share personal preferences  AC9E3LE02   * discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04 * plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume   AC9E3LY07 | **Imaginative focus: Developing mood in fictional texts**  Text: *Kumiko and the Dragon*   * discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative   AC9E3LE03   * use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05   plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06  understand that verbs are anchored in time through tense AC9E3LA08  read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 | **Informative/ Persuasive focus: Fact vs opinion and using mood to persuade**  Text: *The Peasant Prince*   * *understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02* * use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features   AC9E3LY05  plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 | **Genre focus: Drama/procedure**  Text: *Fantastic Mr Fox* and various recipe models   * understand how verbs represent different processes for doing, feeling, thinking, saying and relating   AC9E3LA07   * understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01 * plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 |
| **KNOWLEDGE APPLICATION** | **R2LTeaching Cycle: Story**   1. Preparing and reading  * Engage and interpret literature * Prepare and read whole text/ chapter  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary structural and language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns * Write new setting and event or character  1. Joint Construction  * Use well written narrative models to write a new chapter using short story strucuter to highlight theme | **R2L Teaching Cycle: Factual/Argument**   1. Preparing and Reading  * Prepare and read whole text * Read and interpret information and point of view * Discuss and make notes  1. Detailed Reading  * Recognise evaluative language patterns using key paragraphs from the model response * Highlight evaluative language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns to write a new argument  1. Joint Construction  * Reconstruct models of information reports and persuasive expositions | **R2L Teaching Cycle: Story**   1. Preparing and Reading  * Learn curriculum knowledge (poems\_ * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Understand in depth and detail * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Write technical and abstract language * Make notes and write new lines/sentences  1. Joint Construction  * Reconstruct stages and phases of a description * Reconstruct a poem | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Prepare and read whole * Discuss themes and aesthetics  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a a new event/ setting/ character  1. Joint Construction  * Deconstruct stages and phases | **R2L Teaching Cycle: Argument/ Text Response**   1. Preparing and Reading  * Read source texts about issues * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise evaluative language patterns using key paragraphs from the model arguments * Highlight evaluative language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns * New issue and position  1. Joint Construction  * Deconstruct models of arguments | **R2L Teaching Cycle: Factual (procedure)**   1. Preparing and Reading  * Learn field knowledge * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Make notes * Write new sentences guided by the teacher  1. Joint Construction   Deconstruct stages and phases of procedural text Use notes to organise information |
| **ASSESSMENT** | **Summative assessment**   * Written - Students write an imaginative narrative on a familiar theme of ‘friendship’ that develops characters from a familiar text. | **Formative and summative assessment**   * Written - a report * Written - an exposition * Reading comprehension: multi-choice identification of text types | **Summative assessment (Sem 2 Report):**   * Interpret a poem and identify the language devices used * Write and present a poem (use language devices to adapt and present a poem) | **Summative assessment**   * Publish an orientation to a short story establishing mood (present tense) with an illustration using visual language features to match * Reading Comprehension task | **Formative and summative assessment:**   * Written – a report on a place from studied text using information report staging and phasing * Written – a persuasive letter in role, using mood to persuade | **Formative assessment:**   * Write an informal procedure * Perform an Oral presentation in pairs and in role as a character from a studied text |
| **School Moderation** | **School Moderation** | **Cluster Moderation** | **School Moderation** | **Cluster Moderation** | **School Moderation** |

**Year 3 Curriculum & Assessment Plan MATHEMATICS**

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|  | **Achievement Standard** | By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns.  Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments.  Students conduct guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results. | | | |
| **MATHEMATICS 5 h/w** | **CURRICULUM KNOWLEDGE** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Unit One: Number, Algebra, Space, Statistics** | **Unit Two: Number, Algebra, Measurement** | **Unit Three: Number, Algebra, Space, Measurement** | **Unit Four: Number, Algebra, Probability** |
| Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies * manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system * develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice * explore maps and determine key features of familiar spaces and use these when creating spatial representations * undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * manipulate numbers using a range of strategies including partitioning and regrouping that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system * develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice * use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning * make estimates when solving problems to determine the reasonableness of calculations when checking the solution * recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations * identify everyday situations when using metric units to measure and compare events and duration. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations * communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways * learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context * build fluency from understanding by extending and applying their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice * use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations * identify everyday situations when using metric units to measure and compare objects. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * manipulate numbers beyond 10 000 by partitioning and regrouping using understanding of place value in the base-10 number system * begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns * use meaningful practice to extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts * use games develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events * use chance experiments to understand that different outcomes can be the results of random processes. |
| **ASSESSMENT** | **Formative Assessment:**  Representing, adding and subtracting numbers  Assessment description: Students recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.  **Summative Assessment:**  **Interpreting and creating a map**  Interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other  Conducting a guided statistical investigation  Conduct a guided statistical investigation involving categorical and discrete numerical data and interpret results. Record, represent and compare data collected. | **Summative assessment:**  Use mathematical modelling and additive strategies to solve problems  [Partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=b29e7b2e-49f1-41e0-a929-04c96e7dfd76). [Extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=495bacdb-9c8b-4457-b170-66fe50eeeeef). [Use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=2b7e9ae5-38bd-476c-b442-12a7b844930d)  **Estimating, measuring and comparing duration of events**  [use familiar metric units when estimating, comparing and measuring the attributes of objects and events](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=42f3ed47-0cc7-4226-a27a-755886aad253). [Estimate and compare measures of duration using formal units of time](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=7db0cf7a-ffe3-45fa-83a1-cade80e1c2d8). | **Formative Assessment:**  **Identifying and comparing angles**  Identify angles as measures of turn and compare angles with right angles in everyday situations  **Representing money values in different ways**  Recognise the relationships between dollars and cents and represent money values in different ways  **Summative assessment:**  **Representing fractions and using mathematical modelling to solve practical problems**  Use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Represent unit fractions and their multiples in different ways.  **Measuring length, mass and capacity and making and classifying objects**  [Use familiar metric units when estimating, comparing and measuring the attributes of objects and events](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=42f3ed47-0cc7-4226-a27a-755886aad253). [Make, compare and classify objects using key features](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=1&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=4aee8da1-ee0c-441c-9353-d5810d660892). | **Summative assessment**:  **Solving problems, finding unknowns and creating algorithms**  Extend and use single-digit addition and related subtraction  facts and apply additive strategies to model and solve problems  involving two- and three-digit numbers. Make estimates and  determine the reasonableness of financial and other  calculations. Find unknown values in number sentences  involving addition and subtraction. Create algorithms to  investigate numbers and explore simple patterns  **Identifying likelihood of events and conducting chance experiments.**  [Use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=3&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=dedcd465-c0cb-485a-af47-9c816d484f16). [Conduct repeated chance experiments and discuss variation in results](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=3&subjects-start-index=0&load-extra-subject=MATMATY3&achievement-standard=9a968d70-a3bd-447e-8ba3-e2cb9019577d) |

**Grade 3 and 4 – Rotation A- STEM**

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|  | **Year Level Description** | In Rotation A of the STEM program students explore the value of grouping and classifying objects and events based on similarities and differences. They extend their understanding of systems as interactions between related components and analyse patterns to identify that these interactions can occur in predictable ways. Students contrast patterns to classify states of matter; growth and change in living things to create simple models of system interactions, such as Life cycles and food chains. They recognise that change is described and measured in terms of differences over time and begin to quantify their observations to enable comparison. They learn more-sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify patterns and relationships. They appreciate that science involves conducting fair tests to answer questions or test predictions, and that scientific explanations are based on data.  Through Design and Technologies, students will experience designing and producing products, services and environments. They will investigate technologies to consider the purpose of technologies and how they meet needs. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment. They learn to reflect on their actions to refine their processes, develop their decision-making skills and improve their solutions. They become aware of the role of those working in design and technologies occupations and how these people think about the way a product might change in the future.  Through Digital Technologies students use digital systems to acquire and process data for comparison and interpretation purposes. Students progress in their systems thinking by considering the connections between digital systems and peripherals to meet specific purposes, such as using a headset to participate in an online class discussion. They explore how digital systems interact by transmitting data, such as using a class laptop to stream videos from an online news service. Students will have had the opportunity to broaden their computational thinking by creating simple digital solutions, individually and in groups, that involve defining problems, and designing and implementing solutions as visual programs. | | | |
| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **What’s the matter?** | **How can we keep food fresh and safe to eat without using plastic?** | **How do living things depend on each other to survive?** | **How can we create the fastest Lego Race Car?** |
| Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions in everyday life. They conduct investigations, asking questions and making predictions, to record and analyze results. Students describe how science investigations can be used to answer questions. They recognize that Australia’s First Peoples traditionally used knowledge of solids and liquids in their everyday lives. | An inquiry-based task in which students look into their lunchbox waste to collect data and represent that data in various ways to develop waste management strategies to reduce their waste footprint.  Task A-   * Sort and record different types of waste found in their lunchbox * Create tables and column graphs to present data * Discuss, evaluate and make recommendations   Task B-  Design a digital game to help students to reduce the amount of waste thrown away from their lunchboxes. | Students adopt the role of Junior Ecologists to investigate the importance of mangrove forests along Wynnum/Manly foreshore. Students sequence key stages in crab and mangrove lifecycles and gain an understanding of how living things depend on each other to survive.  Throughout this project there is a focus on feeding relationships between plants and animals (food webs) in the ecosystems observed.  A letter-to-the-editor published in the Wynnum Herald provides stimulus, generating questions about the value of mangroves and their importance to humans and other organisms  **Excursion- MBEEC- Mangroves and the crabs** | Students investigate how contact and non-contact forces are exerted on an object. You will then design and investigate forces by creating a Lego race car, and identify when science is used to inform decisions.  This project is a design challenge, made up of three parts, that will see the students:   * Part A- Investigate how forces impact on objects * Part B - Design and build a Lego race car * Part C- Race, Test and report on the Car’s performance |
| **Assessment** | Tasks and activities for this unit will cover th following assessment criteria  Chemical science- They classify solids and liquids based on observable properties and describe how to cause a change of state.  **Science Inquiry-** Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They assess the fairness of their investigation, and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | Tasks and activities for this unit will cover the following assessment criteria  **Digital Technologies-**Students process and represent data for different purposes  **Processes and production skills**- Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks. | Tasks and activities for this unit will cover th following assessment criteria  Biological science- students classify and compare living and non-living things to identify the roles of organisms in a habitat and construct different food chains and life cycles.  **Science Inquiry-** Students pose questions to identify patterns and relationships and make predictions based on observations. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | Tasks and activities for this unit will cover the following assessment criteria  **Phyysical Science-** identify forces acting on objects and describe their effect.  **Design and Technologies-**describe the features and uses of technologies and create designed solutions  **Processes and production skills**- Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** |

**Year 3 Curriculum & Assessment Plan HASS and Arts**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HUMANITIES AND SOCIAL SCIENCES 1h 30m/w** | **KA** | **Unit One- Migration in Australia and Australia Day ( A Year Program)**  *Inquiry question: How did we get here and what influences a sense of belonging?* | | **Unit Two- Exploring Places in Australia Near and Far**  *Inquiry question: How do animals and people respond to and make use of the natural resources of a place?* | |
| **CURRICULUM KNOWLEDGE** | 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. | | In this unit, students:   * identify connections between people and the characteristics of places * describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places * interpret data to identify and describe simple distributions and draw simple conclusions * record and represent data in different formats, including labelled maps using basic cartographic conventions. * communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. | |
| **ACHIEVEMENT STANDARD** | By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.  Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. They propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations | | By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.  Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. They propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations | |
| **ASSESSMENT** | *Assessment tasks:*   * Stimulus activities working with timelines and sources   Research project – the history of Australia Day and a range of responses to this event | | *Assessment tasks:*   * Stimulus activities to describe features of place and problem solving   Research project - a sustainability issue | |
| **THE ARTS 1 h/w (plus 30 min Music)** | **Achievement Standard** | By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks.  Students collaborate to plan and make artworks that communicate ideas. | | | |
| **Curriculum Knowledges** | **Unit 1 – Visual Arts: Elements of Art**   * Exploring elements of art through inquiry | **Unit 2 – Dance/Drama**  Improvisation and performance skills | **Unit 3 – Media Arts: Publishing**  Exploring use of media to create advertisments, posters or magazine covers | **Unit 4 – Visual Art: Patterns in the Environment**  .  Developing an artwork using chosen elements and media |
| By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas. | By the end of Year 4, students describe and discuss similarities and differences between dances and dramas they make, perform and view. They discuss how they and others organise the elements of dance and drama depending upon the purpose.  Students structure movements into dance/drama sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances/dramas and perform with control, accuracy, projection and focus. | By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.  Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience. | By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas. |
| **Assessment** | **Formative assessment – Work samples, checklists, teacher observations**  **Summative assessment – Displayed art work and review** | **Formative assessment – Teacher observations, checklists, work samples**  **Summative assessment – Performance (group and individual) with annotation** | **Formative assessment – Teacher observations and checklists**  **Summative assessment – Displayed art work and review** | **Formative assessment – Checklists, teacher observations, work samples**  **Summative assessment – Displayed art work and annotation** |
|  | Music  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.  They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.  Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. | | Music  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.  They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.  Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. | |
|  | Formative assessment only – group arrangement | | **Assessment:** Solo with instrument | |

**Year 3 Curriculum & Assessment Plan HEALTH & PHYSICAL EDUCATION**

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| **HEALTH AND PHYSICAL EDUCATION 2 h/w** | **Achievement Standard** | By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.  Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | | | |
| **Curriculum Knowledge** | **Semester 1** | | **Semester 2** | |
| **Swimming Unit 1 – Water Safety & Jnr Lifesaving**  **Indigenous Games (Ball)**  **Cross Country Carnival Preparation** | **Athletics:**  **Athletic Development & Technique**  **Athletics Carnival Preparations** | **Football/Netball/Tee Ball**  **Swimming Unit 2 – Stroke Development & Carnival Preparation** | |
| They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke, Survival stroke & Water Safety*.** They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to water safety and water rescue such as ***Throw & Reach Rescue, Submersion Retrieval ans water survival skills.*** They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to Indigenous running games such as ***running & dodging, throwing & catching.*** They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges such as ***change of pace***, ***use of space, teamwork & communication***. They apply the elements of movement when composing and performing movement sequences | Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. They practise and refine the skills introduced in the early years and transfer them to unfamiliar movement situations.  Students combine different movement skills in various situations within the **Athletics Unit** to create more complex movement patterns and sequences ***(Sprinting, Long distance Running, Long & High jump, Shot Putt & Team Relays***). Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity. | Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives. They demonstrate fair play and inclusion through a range of roles in movement contexts  They perform specialised movement skills and sequences in relation to ***football/soccer*** such as ***kicking, passing, shooting, controlling & tackling*** and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to ***netball*** such as ***passing, shooting, defending court awareness and movement*** and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to ***teeball*** such as ***striking, catching, throwing and running*** and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.  They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke & Survival stroke*.** They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. |
| **Assessment** | **Assessment:** Observation / checklist  Swimming Stroke Criteria  Water Safety Checklist  Jnr Lifesaving Checklist  Indigenous Games Criteria Sheet  Working With Others/Rules – Checklist | **Assessment:** Observations / checklists  Atheltics Criteria Sheet  Working With Others/Rules - Checklist | **Assessment:** Observations / checklists  Netball/Football/Tee ball Criteria Sheet  Working With Others/Rules - Checklist | **Assessment:** Observation / checklist  Swimming Stroke Criteria  Water Safety Checklist  Working With Others/Rules – Checklist |
|  | U1 Good friends  In this unit, students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. | | **U2- Feeling Safe**  In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe. | |
|  | Formative and Summative Assessment:  Recognise strategies for managing change | | Formative and Summative Assessment:  Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. | |
| **Excursion** | | Planetarium and Botanical gardens | | | |