



Learning Update #1

Year 3 Term 1 2020 Teaching and Learning – here's what's happening in class

ENGLISH – ‘Analysing and creating persuasive texts’

The Shack that Dad Built / The Peasant Prince; Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.

English – Assessment

Assessment 1: **Reading/Viewing/Listening;** *Format: PM Benchmarks / PROBE2 standardised passage;* Students read a short passage aloud to the teacher and then answer comprehension questions about it.
 Assessment 2: **Persuasive Text;** *Format: Written;* Write a letter to persuade teachers that all children who live in a city should visit a farm when they are in primary school.
 Assessment 3: **Comprehension;** *Format: Spoken/signed;* Comprehend the story “The Peasant Prince” drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.

MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.
 Through the proficiency strands – *Understanding, Fluency, Problem solving and Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Using units of measurement, Chance, and Data representation and interpretation.*

Mathematics – Assessment

Assessment 1: **Time concepts;** *Short answer questions;* Students complete short answer test on time concepts.
 Assessment 2: **Counting & comparing numbers;** *Short answer questions;* Students recognise, represent, count and compare numbers.
 Assessment 3: **Addition & subtraction problems;** *Short answer questions;* Students solve addition and subtraction problems.

SCIENCE – ‘Is It Living?’ with Mr Cowell, Semester 1

Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features.

Year Three Science – Assessment

Assessment: **Investigating living things;** *Format: Short answer questions;* Students group living things based on observable features and distinguish them from non-living things.

SCIENCE – ‘Hot Stuff!’ with Mrs Tibbits, Semester 1

Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer.

Year Three Science – Assessment

Assessment: **Investigating material properties;** *Format: Short answer questions;* Students complete a short answer test on heat energy and complete a scientific report called ‘Heated Up’.

HASS (Humanities and Social Sciences) – ‘Our Unique Communities’

Students Inquiry question: *How do people contribute to their unique communities?* Students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time.

HPE – Health – ‘Personal Development; Myself and Others’

Students investigate the personal traits and social factors which influence the development of people’s identities.

HPE – Physical Activity – ‘Personal Fitness & Cross Country’

Students will examine the benefits of being healthy and physically active, and how they relate to endurance running, and skipping.

THE ARTS (Music) – ‘Let’s Celebrate, Let’s Remember’

Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Students explore the elements of music and listen to, sing and play music building from Year 2. They sing simple melodic lines, learn and use hand sign for *doh* and engage with canons in listening activities.