



# Learning Update #4

Year 3 Term 4 Teaching and Learning – here's what's happening in class

<p><b>ENGLISH – ‘Imaginative narrative and poetry presentation’</b></p> <p>Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. Students read, share and enjoy poems, noting poetic features and devices.</p>	<p><b>English – Assessment</b></p> <p>Assessment 1: <b>Procedure</b>; <i>Format: Written</i>; Students create an imaginative text about overcoming a fear.</p> <p>Assessment 2: <b>Presentation</b>; <i>Format: Spoken</i>; Students present a poem of their choice to the class.</p> <p>Assessment 3: <b>Reading/Viewing/Listening</b>; <i>Format: Springboard into Comprehension - standardised text</i>; Students are asked to read a text and answer comprehension questions about it in a multiple-choice and short answer format.</p>
<p><b>MATHEMATICS</b></p> <p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands – <i>Understanding, Fluency, Problem solving</i> and <i>Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Money and measurement, Chance, and Data</i>.</p>	<p><b>Mathematics – Assessment</b></p> <p><b>Assessment 1: Using unit fractions</b>: <i>Short answer questions</i>; Students model and represent unit fractions including <math>1/2</math>, <math>1/4</math>, <math>1/3</math>, <math>1/5</math> and their multiples to a complete whole.</p> <p><b>Assessment 2: Angles &amp; symmetry</b>: <i>Short answer questions</i>; Students identify symmetry in the environment and recognise angles in real situations.</p>
<p><b>SCIENCE – ‘What’s the matter?’</b></p> <p>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.</p>	<p><b>Year Three Science – Assessment</b></p> <p><b>Liquids and solids</b>; <i>Format: short answer questions</i>: Students complete a short answer test matter to demonstrate their understanding of liquids and solids.</p>
<p><b>SCIENCE – ‘Spinning Earth’</b></p> <p>Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon.</p>	<p><b>Year Three Science – Assessment</b></p> <p><b>Investigating the Sun, Earth and us</b>; <i>Format: short answer questions</i>; Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p>
<p><b>HASS (Humanities and Social Sciences) – ‘Exploring places near and far’</b></p> <p>Student’s inquiry question (Assessment): <i>How and why are places similar and different?</i></p> <p>Students identify connections between people and the characteristics of places. They describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places. Students explain the importance of making decisions democratically.</p>	
<p><b>HPE (Health) – ‘I am healthy and active’</b></p> <p>Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds.</p> <p><b>HPE (Physical Activity) – ‘Bat catch howzat!’ and ‘Splish splash’</b></p> <p>Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. Students practise and refine fundamental movement skills to perform various aquatic skills and recognised strokes in multiple swimming sequences.</p>	
<p><b>THE ARTS (Music) – ‘Songs of Australia’</b></p> <p>Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia. Students continue to develop an understanding of music with new duration and pitch concepts &amp; listen to, sing and play music. They learn about the duration of the dotted crotchet and ‘tititi’ in compound time.</p> <p><b>THE ARTS (Dance) – ‘Celebrating Dance’</b></p> <p>Students will perform a dance sequence with control, accuracy, projection and focus and structure movements into dance sequences using the elements of dance and choreographic devices to represent a story.</p>	
<p><b>Technology – ‘Repurpose it’</b></p> <p>Knowledge and Understanding: Students will explain how the design of products meets the needs of the community and environments. Student will identify how materials and components can be used to create designed solutions.</p>	