



Learning Update #2

Year 3 Term 2 2019 Teaching and Learning – here’s what’s happening in class

ENGLISH – ‘Examining and retelling stories from different perspectives’

The Lorax; 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 spoken retells of stories from alternative perspectives.

English – Assessment

Assessment 1: **Narrative Retell;** *Format: Written;* Students prepare a spoken retell of “The Lorax” from the perspective of another character in the text.
 Assessment 2: **Retell Presentation;** *Format: Spoken;* Students present their spoken retell of *The Lorax* from the perspective of another character in the text.
 Assessment 3: **Reading/Viewing/Listening;** *Format: PROBE2 / PAT-R standardised passage;* Students identified by teachers from classroom observation to have demonstrated significant learning steps are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.

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: **Conduct a chance experiment;** *Investigation;* Students collect and interpret data from a simple chance experiment.

SCIENCE – ‘Hot Stuff’

Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another.

Year Three Science – Assessment: Understanding heat;

Format: Short answer questions & Scientific report
 Students complete a short answer test on heat energy and complete a scientific report: Heated up.

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

Student’s inquiry question (Assessment): *How and why are Anzac Day commemorations significant for different groups?*
 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) – ‘Feeling Safe’

Students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help.

HPE (Physical Activity) – ‘Athletic Spectacle – Sports Day Preparation’

Students learn and develop skills for a range of running and field events, working towards preparing for Sports Day. They learn and apply skills for athletic field and running events.

THE ARTS (Media) – ‘Persuade to Protect.’

Students explore representations of people, setting, ideas in advertising and persuasive presentations.

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

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 make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. 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.

Technology – ‘Moon Buggy’

Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They are given a design brief to plan, design and produce a functional moon buggy