



Learning Update #3

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

<p>ENGLISH – ‘Fantastic Mr Fox procedural presentation’</p> <p>Fantastic Mr Fox; Students listen to, read, view and analyse informative and literary texts, and create and present a spoken procedure by a character.</p>	<p>English – Assessment</p> <p>Assessment 1: Procedure; <i>Format: Written;</i> Students create a spoken procedure in the role of a character from the story <i>Fantastic Mr Fox</i> where the character is explaining how to do something.</p> <p>Assessment 2: Presentation; <i>Format: Spoken;</i> Students present a spoken procedure in the role of a character from the story <i>Fantastic Mr Fox</i> where the character is explaining how to do something.</p> <p>Assessment 3: Reading/Viewing/Listening; <i>Format: PROBE2 / PAT-R standardised passage;</i> Students are asked to read a short passage either aloud to the teacher or online, and then answer comprehension questions about it verbally or in a multiple-choice format.</p>
<p>MATHEMATICS</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>Mathematics – Assessment</p> <p>Assessment 1: Money: <i>Short Answer questions;</i> Students represent money values in various ways and correctly count change from financial transactions.</p> <p>Assessment 2: Measurement: <i>Short Answer questions;</i> Students use metric units for length, mass and capacity.</p>
<p>SCIENCE – ‘Hot Stuff’</p> <p>Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another.</p>	<p>Year Three Science – Assessment</p> <p>Hot Stuff; <i>Format: short answer questions and scientific report;</i> Students complete a short answer test on heat energy and complete a scientific report titled <i>Heated up.</i></p>
<p>HASS (Humanities and Social Sciences) – ‘Exploring places near and far’</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.</p>	
<p>HPE (Health) – ‘Healthy futures’</p> <p>Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p>HPE (Physical Activity) – ‘Football & Futsal – all-codes’</p> <p>Students perform specialised football skills, propose and combine movement concepts and strategies to achieve movement outcomes, and demonstrate fair play and skills to work collaboratively during football activities and games.</p>	
<p>THE ARTS (Music) – ‘Musical Characters & Action’</p> <p>Students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. Students develop their use of the elements of music with new duration & pitch concepts & listen to, sing & play music. They learn about the minim note & the tie, use melodic contour & place notes on the staff for ‘so’, ‘mi’, ‘la’ and ‘do’, adding ‘re’.</p>	
<p>Technology – Moon Buggy</p> <p>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.</p> <p>Resource request: <i>Students are invited to bring milk bottle tops to school with a central hole to fit a bamboo skewer.</i></p>	