

# YEAR 3 LEARNING UPDATE

## TERM 2, 2022

### ENGLISH

'Examining and retelling stories from different perspectives'

**The Lorax;** We listen to, view, read and compare a range of stories, with a focus on different versions of the same story. We comprehend stories and create spoken retells of stories from differing perspectives.

#### Assessment

Assessment 1: **Retelling a narrative** - we prepare a spoken retell of *The Lorax* from another character's perspective.

Assessment 2: **Spoken retell of a narrative** – We present our prepared retell of *The Lorax*.

Assessment 3: *Springboard* **Reading Comprehension**.

### MATHEMATICS

We learn to understand multiplication, using pictures, arrays and other strategies, looking for key words that mean 'to multiply' and solve simple problems that involve multiplication.

We read, interpret, and create data displays (including tables, tallies, lists, column and picture graphs), and plan methods for collecting and recording data.

Later, we look at the connection between addition and subtraction and use the 'jump and split' strategy to solve 2-digit addition facts. We then use the appropriate strategy to solve word problems accurately.

#### Assessment

Student portfolio of work, including pre and post-test assessments to measure individual student needs and personal improvement.

### SCIENCE

'Is It Living?' – We continue to learn about grouping living things based on observable features, and that living things can be distinguished from non-living things. We justify sorting living things into common animal and plant groups based on observable features.

**Assessment – Investigating Living Things:** We group living things based on observable features and distinguish them from non-living things.

'Hot stuff' – We continue to investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another.

**Assessment – Understanding heat:** We complete a short answer test on heat energy and complete a scientific report: *Heated up*.

### HASS (Humanities and Social Sciences)

'Celebrations, Communities and Changes'

We continue to unpack the questions:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

### Health & Physical Education

'Athletic Spectacle – Sports Day Preparation'

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

#### The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs and provides evidence-based, practical strategies to build resilience.

The curriculum is evidence-based and mapped to the [Australian Curriculum](#), focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. We participate in weekly lessons with our class teachers. We participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

### THE ARTS

#### Music

'Musical characters'

Students explore the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

#### Media

Persuade to protect

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

#### Sustainability

In 2022, for the very first time, Year 3's students have been tasked with the very important job of assembling the kind of solar lights that are sent to the sorts of children who are without access to electricity.

