

YEAR 3 LEARNING UPDATE

TERM 4, 2021

ENGLISH

'Imaginative narrative and poetry presentation'

We listen to, read, view and interpret imaginative texts from different cultures. We comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience.

We also read, share and enjoy poems, noting poetic features and devices.

Assessment

Assessment 1: We create an imaginative text about overcoming a fear.

Assessment 2: We present a poem of our choice to the class.

Assessment 3: Reading Comprehension

MATHEMATICS

We start the term modelling and representing unit fractions. We then identify and describe half and quarter turns & symmetry in the environment, and work to learn the language to be able to recognise and name angles.

Assessment

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

SCIENCE

'Spinning Earth'

We use our understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. We identify the observable and non-observable features of Earth and compare its size with the sun and moon.

Assessment

We 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.

HASS (Humanities and Social Sciences)

'Exploring places near and far'

In this unit we unpack the question *"How and why are places similar and different?"*

We identify connections between people and the characteristics of places. We describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places

Health & Physical Education

'All-code Football skills' – Soccer & Futsal

We demonstrate fundamental movement skills in soccer activities. We also work collaboratively with team-based sequences and challenges.

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 Framework: focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. Students participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

THE ARTS

'Songs of Australia'

We 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.

Sustainability

The Year 3's are introduced to the concept of sustainability through Science lesson discussions about how we can reduce the school's use of energy and water. Our rainwater harvesting, and solar energy panels on the library assist us with this goal.

Technologies – Design

'Moon buggy'

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

