

YEAR 3 LEARNING UPDATE TERM 2, 2023

ENGLISH

'Persuade Me''

Together we will share and explore the texts from the *pigeon* series by Mo Willems. Students will learn how to analyse persuasive texts. We will investigate ways persuasive language features are used to influence an audience. Later, students will create their own persuasive text. They will also look at how to use comprehension strategies to answer questions about stories read.

Assessment

Task A: Writing a persuasive text.

Task B: Reading Comprehension- respond to comprehension questions focusing on literal and inferred meaning, sequencing, main idea, making predictions and vocabulary.

Task C: Spoken presentation – Book Report.

MATHEMATICS

We start the term recognising, representing and solving multiplication problems. We will also continue working on addition and subtraction number facts and solving problems with these using a range of mental and written strategies.

Throughout the term we conduct data experiments, and plan how to present data efficiently and meaningfully. We will also identify and compare angles.

Assessment

Student portfolio of work, including short answer tests, work samples and investigations.

SCIENCE

'Is It Living?' with Mrs Durand

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' with Ms Tibbits

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' with Mrs Toon

This term we unpack the question:

- How and why do people choose to remember significant events of the past?

Assessment – We match information to celebrations.

Health & Physical Education

'Athletic Spectacle' – Sports Day Preparation'

We 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 activities 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

Media – 'PBL Lessons for Kids' with Miss Pfeffer

We create an engaging and information multi-media presentation including elements of images, text and sounds.

Music with Miss Ito

We have been composing our own catchy celebration rhythms and we perform this music later this term. We will be learning about how to have productive rehearsals when we're working in pairs or small groups. We also start building our ukulele skills and aim to play a celebration melody by the end of the term.

