

YEAR 3 LEARNING UPDATE TERM 1, 2021

ENGLISH

'Analysing and creating persuasive texts'

Together we share and explore the texts 'The Shack that Dad Built' and 'The Peasant Prince'. Students learn how to analyse persuasive texts. We investigate ways persuasive language features are used to influence an audience.

Later, students create their own persuasive text. They also look at how a narrative text deals with an ethical situation, learning how to make inferences about characters' feelings and how to use comprehension strategies to answer questions about stories read.

Assessment

Assessment 1: Writing a persuasive text

Assessment 2: Reading Comprehension about 'The Peasant Prince'

MATHEMATICS

We start the year revising time concepts worked on in Year 2. We revise the days of the week, months of the year, seasons and how to read calendars. Then we move onto reading, making and writing times, beginning with o'clock times then half-past times, quarter-hour times and then times to the minute. We use both analogue and digital clocks.

Later in the term we work with number and place value. We will investigate counting sequences, counting in 1's, 2's, 5's and 10's & find missing elements in sequences. Then we will explore place value of 2, 3 and 4-digit numbers; reading, writing, making numbers and learning how to show them on place value charts, number expanders and on number lines.

Assessment

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

SCIENCE

'Is It Living?'

Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features.

Assessment

Investigating Living Things: Students group living things based on observable features and distinguish them from non-living things.

HASS (Humanities and Social Sciences)

'Our Unique Communities'

In this unit we unpack the question "How do people contribute to their unique communities?"

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.

Health & Physical Education

'Having a Ball' & Cross Country

Students refine the movement skills of throwing (overarm shoulder pass and chest pass) and catching, and transfer them to a range of situations. They develop net game movement sequences and use these in offence and defence challenges during games of Fast 4 Newcombe. They also apply strategies for working cooperatively and applying rules fairly.

Students examine the benefits of being healthy and physically active, and how they relate to endurance running.

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 will participate in weekly lessons with their class teachers.

THE ARTS – Music

'Let's Celebrate, Let's Remember'

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 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.

Sustainability

The year 3's are responsible for monitoring the school's energy and water use through discussing the school's rainwater harvesting, and looking at data from the solar energy panels on the library.

