

YEAR 3 LEARNING UPDATE TERM 2, 2021

ENGLISH

‘Examining and retelling stories from different perspectives’

The Lorax; Students 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: Writing a retell of *The Lorax* from the perspective of another character in the text.

Assessment 2: Presenting our retell of *The Lorax* from by speaking it to the class.

Assessment 2: Reading Comprehension

MATHEMATICS

We start the term with the connection between addition and subtraction, and working on addition and subtraction number facts. We also represent and solve multiplication problems and check them with calculators.

Later in the term we conduct chance and data experiments, and plan how to present data efficiently and meaningfully.

Assessment

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

SCIENCE

‘Hot stuff’

Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another.

Assessment

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

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. We identify and describe aspects of our community that have changed and remained the same over time.

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 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

Music - ‘Musical characters’

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. We explore the elements of music and listen to, sing and play music building from Year 2. We sing simple melodic lines, learn and use hand sign for ‘doh,’ and engage with canons in listening activities.

Media – Persuade to protect

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

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.

Technologies – Digital

Students will investigate the question ‘what digital systems do you use?’ We will explore and use a range of digital systems, including peripheral devices, and create a digital solution to a simple problem using the *Tinkercad* programming tool.

