

Term Three — Year 3 Curriculum Overview 2023

English

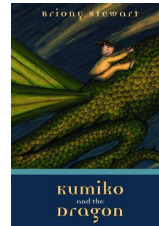
This term, students will read, comprehend and write narrative texts. They will read *Kumiko and the Dragon* by Briony Stewart and answer literal and inferred questions to demonstrate their understanding. They will write an imaginative narrative based on the theme of a character overcoming a fear and include images that relate to their story. They will also create a PowerPoint presentation of their story and present it to the class.

Reading

Students will develop their reading skills by continuing to decode texts and build on comprehension strategies/ skills.

How to help your child with this:

- Read daily with or to your child (home readers, library books or other picture books, comics, magazines, lists, recipes, brochures, chapter books).
- Ask your child to describe things using adjectives and use verbs to talk about actions in detail (doing, feeling, thinking and saying words). For example: The young girl felt her heart beating quickly when she ran through the dark forest.
- Discuss how characters are portrayed in pictures—their relationships with other characters and what visual features are used e.g. camera angle (low/high angle), shot size (close up, mid/long shot).



Mathematics

Number and Algebra: Classify numbers as either odd or even, describe and complete number patterns, recall addition and subtraction facts for single digit numbers and recognise the connection between addition and subtraction by writing number sentences.

Measurement and Geometry: Use metric units to measure and compare length, mass and capacity.

Time – Telling time to the nearest minute and solve problems involving timetables.

How to help your child with this:

1. Talk about numbers—odd or even (how do you know?); patterns (e.g. adding 2, subtracting 3); part-part whole and adding and subtracting using jump and split strategy.
2. Tell the time on analogue clocks and represent it in digital time, talk about the minute hand (e.g. half past, quarter past, quarter, minutes past/to). Read time tables (bus, movies, TV guide) and talk about durations of time—how long activities would take knowing starting and finishing times.



Science – Hot Stuff

This term students will investigate how heat is produced and the behaviour of heat when it transfers from one object to another. They will explore how heat can be observed (touch, temperature). Students will identify that heat transfers from warmer to cooler objects when they make contact. Students will plan and conduct investigations about heat and heat energy transfer.

How to help your child with this:

- Discuss sources of heat inside and outside the home.
- Discuss and identify at home ways in which heat can be produced — electrical, chemical/burning and friction/rubbing.
- Identify situations where heat transfers from one object to another.



ARTS

Tiny worlds

In this unit, students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.

Students will:

- explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to environments and places
- experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships - warm/cool; application of materials - harsh/gentle)



- collaborate, plan and create an artwork to depict an imaginary tiny world.

HASS - Exploring Places Near and Far

In this unit students will explore the following inquiry question:

How and why are places similar and different?

Students will be representing data on graphs and identifying places on maps using legends and compasses. Students will be identifying similarities and differences between places within Australia and surrounding countries. This will involve exploring natural and human features of places. They will describe the importance of rules and making decisions democratically.

How to help your child with this:

1. Look and discuss map features.
2. Compare places by talking about their similarities and differences.
3. Look at graphs and describe information/ data on graphs.



Health and Wellbeing

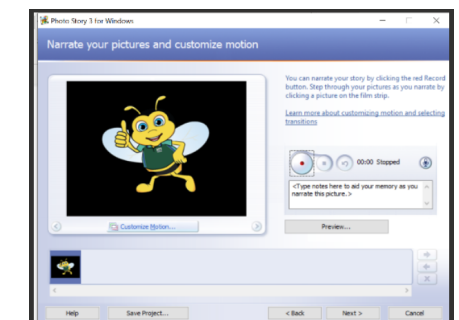
Healthy Futures

In this unit, students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.



STEM

Students will be exploring storyboarding, sound and characters through learning about Cyber Safety using PhotoStory 3 to create an informative video clip.



Physical Education

Scoot scoot

In this unit students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. They apply these skills, concepts and strategies to solve scooter-riding challenges and create and perform a scooter-riding sequence.

