

Learning Area Term Overview

Year 3 Term 3 2018		Assessment
English	<p>Examining imaginative texts</p> <p>In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Assessment Task 1: Reading comprehension Purpose: To comprehend a story, drawing on knowledge of context, text structure and language features, and to evaluate language and images in the text.</p> <p>Assessment task 2: Creating a multimodal text Purpose: To create a multimodal imaginative text about overcoming a fear, using software (Microsoft PowerPoint).</p>
Mathematics	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. • Money and financial mathematics - represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals. • Fractions and decimals - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. • Location and transformation - describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical. 	<p>Assessment task 1: Money (eAssessment) Purpose: To represent money values in various ways and correctly count out change from financial transactions.</p> <p>Assessment task 2: Multiplication fair Purpose: To represent multiplication and solve multiplication problems using a range of strategies.</p> <p>Assessment task 3: Telling time to the nearest minute Purpose: To tell time to the nearest minute and solve problems involving time.</p>
Science	<p>Hot stuff</p> <p>In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements. They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p>	<p>Assessment task: Understanding heat Purpose: To conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p>
Hass - Geograp	<p>Exploring similarities and differences in places near and far</p> <p>In this unit students will investigate the inquiry question identified from the Australian Curriculum: Geography</p> <ul style="list-style-type: none"> • <i>How and why are places similar and different?</i> • <i>What would it be like to live in a neighbouring country?</i> <p>The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnection and scale.</p>	<p>Assessment task: Collection of Work</p> <ul style="list-style-type: none"> - Interpreting data to identify similarities and differences - Representing and interpreting climate data - Representing places

<p>In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries, understand the different climate types and their influence on the characteristics of places, and review unit inquiry questions. They will recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth and that places are important to Aboriginal peoples and Torres Strait peoples, and how they are represented. Students will also record data and information to identify similarities and differences between the climates of different places.</p>	<p>Purpose: To demonstrate an understanding of the similarities and differences between characteristics of places at a local scale and to represent data.</p>
--	--

Other Learning Areas			
Technologies	The Arts	Languages other than English	Health and Physical Education

<p>Design Technologies – Term 4</p>	<p>Music: Taught, assessed and reported on by specialist teacher. Visual Art: Taught, assessed and reported on by specialist teacher. Media Assessment task: Kumiko – Overcoming a Fear Purpose of assessment: Students will create a media product that communicates the story of overcoming a fear, using power point.</p>	<p>Japanese/Spanish: Taught by specialist teacher.</p>	<p>Health and Physical Education: Taught, assessed and reported on by specialist teacher.</p>
--	---	---	--

