

2020 Year 3 Curriculum Overview – Ipswich Central State School

	English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts	
TERM ONE	<p>Analysing and creating persuasive texts</p> <p>Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience.</p> <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate how content can be organised using text structures depending on purpose of the text • Identify how language features and vocabulary choices are used for different effects <p>Persuasive letters</p> <p>Students listen to, read, view and analyse informative and literary texts. They write a persuasive letter that links to the literary text.</p> <p>Students:</p> <ul style="list-style-type: none"> • Select information and ideas in texts that relate to own lives and to other texts • Write to express information and ideas • Selects language features to link and sequence ideas • Selects language to express feelings and opinions • Demonstrate understanding of grammar and chooses vocabulary and punctuation appropriate to the purpose and context of their writing • Rereads and edits writing, checking work for appropriate vocabulary, structure and meaning 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts. • Using units of measurement — tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres. • Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. 	<p>Is it living?</p> <p>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. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<p>Our unique communities</p> <p>Inquiry questions: <i>How have communities changed over time?</i></p> <p>Students:</p> <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • describe aspects of their community that have changed and remained the same over time • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p>Making healthy choices</p> <p>Students identify strategies to keep healthy and improve fitness. They explore the <i>Australian Guide to Healthy Eating</i> and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.</p> <p>Students:</p> <ul style="list-style-type: none"> • review what is meant by being healthy • identify strategies that help keep people healthy and well • identify the five food groups. • understand the health benefits of food • understand the benefits of healthy food choices • recognise strategies that assist in making healthy food choices • explore healthy breakfast choices • understand how health messages influence choices • promote healthy food/meal choices. 	<p>Criss Cross</p> <p>In this context, students will practice and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.</p>				<p>Media Arts Persuade to protect</p> <p>In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place • experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production • present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. <p>Music</p> <p>Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.</p> <p>Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</p>

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TERM THREE	<p>Unit 5: Examining imaginative texts</p> <p>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>Students:</p> <ul style="list-style-type: none"> understand how language features and images are used for different effects read texts that contain varied sentence structures, a range of punctuation conventions and images that provide extra information <p>Students:</p> <ul style="list-style-type: none"> create texts that include writing and images to express and develop in some detail, experiences, events, information, ideas and characters create texts for familiar audiences demonstrate an understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and content of their writing re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. 	<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. 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. 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. Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns. Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analog clocks, transfer knowledge of time to real-life contexts. Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non-symmetrical 	<p>What’s the matter</p> <p>Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia’s First Peoples traditionally used knowledge of solids and liquids in their everyday lives.</p>	<p>Exploring places near and far</p> <p>Inquiry questions: <i>How and why are places similar and different?</i></p> <p>Students:</p> <ul style="list-style-type: none"> identify connections between people and the characteristics of places describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places interpret data to identify and describe simple distributions and draw simple conclusions record and represent data in different formats, including labelled maps using basic cartographic conventions. communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	<p>Health channels</p> <p>Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.</p> <p>Students:</p> <ul style="list-style-type: none"> identify and interpret health messages assess the accuracy of health messages from different sources investigate the methods used to sell products and how they influence people’s choices recognise how health messages in the media can change over time identify information sources and strategies to use when making decisions about their health. 	<p>Bat, catch, howzat!</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>Students:</p> <ul style="list-style-type: none"> understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts develop and refine striking/fielding game skills and apply concepts in active play and minor games apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games. 	<p>Problem/ Need/ Opportunity: Need</p> <p>Context: Food and fibre production and Food specialisations</p> <p>Designed solution: Environment</p> <p>Design question: How might we utilise cooking and gardening methods from other societies?</p> <p>In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They explore how people in different times developed food and fibre technologies to meet human needs. Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> exploring traditional food and fibre production and food technologies identifying contemporary technologies for growing food and fibre and preserving and preparing foods generating, developing and communicating design ideas for a food product producing by working safely with equipment and ingredients to create a food product evaluating design ideas and processes for the product collaborating as well as working individually throughout the design and production process managing by sequencing production steps. 		<p>Tiny Worlds</p> <p>Students explore the communication of diversity in environments through the manipulation of visual language. Students:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. <p>Music</p> <p>Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.</p> <p>Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</p>

