

Term 4 Curriculum Overview

Year Three

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 October 7	Fractions	Audience and Purpose Decoding	G&P conventions Ideas	<p style="text-align: center;">SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</p> <p>Value focus: Respect</p> <p>Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be courteous ● Be fair ● Take care of the environment ● Take care of self and others ● Take care of equipment ● Revision <p style="text-align: center;">RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</p> <p><i>Topic 8: Positive gender-relations</i></p>	<p>Enduring Understanding: Digital and Technological solutions are designed to meet the needs of communities and environments.</p> <p><i>I can recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs.</i></p> <p><i>I can explain how student-developed solutions and existing information systems meet common personal, school or community needs.</i></p> <p><i>I can individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols.</i></p> <p><i>I can define simple problems, and describe and follow a sequence of steps and decisions needed to solve them.</i></p> <p><i>I can plan a sequence of production steps when making designed solutions.</i></p>
Week 2 October 14	Fractions Chance & Probability	Audience and Purpose Decoding	G&P conventions Ideas		
Week 3 October 21	Fractions Chance & Probability	Audience and Purpose Comprehension Decoding	G&P conventions Ideas		
Week 4 October 28	Fractions Time	Audience and Purpose Comprehension Decoding	G&P conventions Ideas		
Week 5 November 4	Fractions Data	Audience and Purpose Comprehension Decoding	G&P conventions Presentation Ideas		
Week 6 November 11	Money Addition	Comprehension Decoding	Sentence Fluency Voice G&P conventions Presentation		
Week 7 November 18	Money Subtraction	Comprehension Decoding	Sentence Fluency Voice G&P conventions Presentation		
Week 8 November 25	Money Multiplication	Comprehension Decoding	Sentence Fluency Voice Presentation G&P conventions Presentation		
Week 9 December 2	Money Division	Comprehension Decoding	Sentence Fluency Voice Presentation G&P conventions Presentation		
Week 10 December 9	Money	Comprehension Decoding	Sentence Fluency Presentation Voice Presentation		
Week 11 December 16	Revision of all Four Operations	Comprehension Decoding	Sentence Fluency Voice Presentation		

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample. Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 4 Curriculum Overview: Mathematics

Year Three

	Essential Learning	Learning Targets
Week 1-5	<p style="text-align: center;">Fractions:</p> <p>Student can model and represent halves, thirds, quarters, fifths and eighths.</p>	<ul style="list-style-type: none"> → I can use a number line to represent unit fractions, and their multiples to a whole ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{5}$) → I can represent unit fractions using numerator and denominator → I can identify different representations of thirds and fifths (collections, shapes, lengths) → I can demonstrate fractions of a length using halves, quarters, eighths, thirds and fifths → I can share collections into three equal groups (thirds) and five equal groups (fifths) → I can split areas into three equal parts (thirds) and five equal parts (fifths) → I can explain thirds as three equal parts of a whole, and fifths as five equal parts of a whole
Week 2-3	<p style="text-align: center;">Chance & Probability:</p> <p>Students can conduct chance experiments, identify possible outcomes and recognise variation in results.</p>	<ul style="list-style-type: none"> → I can discuss variation in the results of chance experiments → I can explain why one result is more likely than another, when conducting chance experiments → I can list all possible outcomes of chance experiments → I can conduct simple chance experiments
Week 4	<p style="text-align: center;">Time:</p> <p>Students can tell time to the nearest minute.</p>	<ul style="list-style-type: none"> → I can explain there are 7 days in a week, 12 months in a year, 52 weeks in a year and 365 days in a year. → I can connect different representations of the same time → I can show time to the nearest minute on an analogue clock → I can tell time to the nearest minute → I can show time to the nearest 5 minutes on an analogue clock → I can tell time to the nearest 5 minutes
Week 5	<p style="text-align: center;">Data:</p> <p>Students can collect and organise data, involving categorical variables, in a variety of ways and interpret and compare data displays.</p>	<ul style="list-style-type: none"> → I can draw reasonable conclusions from data displays → I can interpret and compare a range of data displays → I can display data in a variety of ways, including column graphs → I can collect data and organise it into categories → I can plan my investigation: identify sources of data to answer a question, plan how to collect the data and how to record it efficiently → I can identify a purposeful question or issue to investigate
Week 6	<p style="text-align: center;">Addition :</p> <p>Students can solve a range of real life addition problems, using a variety of strategies.</p>	<ul style="list-style-type: none"> → I can explain and apply the connection between addition and subtraction → I can solve addition problems, using a range of strategies and my growing understanding of the number system → I can recall and use addition facts to 20 fluently
Week 6-10	<p style="text-align: center;">Money:</p> <p>Students can represent money in different ways and count out change for simple transactions.</p>	<ul style="list-style-type: none"> → I can calculate change required, to the nearest five cents, from a total of up to \$5 → I can find the total amount of two or more items that I wish to purchase, up to a total of \$5 → I can represent a given monetary amount in multiple ways by using either coins or notes of the same denomination
Week 7	<p style="text-align: center;">Subtraction:</p> <p>Students can solve a range of real life subtraction problems, using a variety of strategies.</p>	<ul style="list-style-type: none"> → I can explore the process of renaming when solving subtraction problems → I can explain and apply the connection between addition and subtraction → I can solve subtraction problems using a range of strategies → I can recall and use subtraction facts from 20

Week 8	<p>Multiplication :</p> <p>Students can use efficient strategies to solve multiplication problems and recall multiplication facts of two, three, five and ten and related division facts.</p>	<ul style="list-style-type: none"> → I can explain and apply the connection between multiplication and division (may not be fully assessed until after students have gone through both multiplication and division learning cycles) → I can show that multiplication of 2 numbers can be done in any order (commutative) → I can write a word problem to represent a multiplication number sentence → I can represent a multiplication word problem as a number sentence → I can represent and solve multiplication problems using a range of strategies → I can recall multiplication facts for 2s, 3s, 5s, and 10s → I can read, write and interpret multiplication number sentences using x and = symbols
Week 9	<p>Division:</p> <p>Students can use efficient strategies to solve division problems and recall multiplication facts of two, three, five and ten and related division facts.</p>	<ul style="list-style-type: none"> → I can explain and apply the connection between multiplication and division (may not be fully assessed until after students have gone through both multiplication and division learning cycles) → I can write a word problem to represent a division number sentence → I can represent a division word problem as a number sentence → I can represent and solve simple division problems using a range of strategies → I can use multiplication facts to recall related division facts for 2s, 3s, 5s and 10s → I can read, write and interpret division number sentences using ÷ and = symbols → * Unless otherwise stated, all learning targets are with 2-digit ÷ single digit
Week 11	<p>Addition Subtraction Division Multiplication</p>	

Term 4 Curriculum Overview: Reading

Year Three

	Essential Learning	Learning Targets
Week 1-5	<p style="text-align: center;">Audience and Purpose I understand how content can be organised using different text structures depending on the purpose of the text.</p>	<ul style="list-style-type: none"> → I can identify the effect of an image on an audience in books, advertisements and film segments. → I can identify the effect of language choice on an audience (verb choice, tense and types of sentences.) → I am familiar with some typical structures and language features of different types of texts (e.g. narratives, procedures, reports and reviews). → I understand how different types of texts vary in their use of language choices, depending on their audience. → I identify the features of online texts that enhance navigation → Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253) <p>Analyse and evaluate texts:</p> <ul style="list-style-type: none"> → Evaluate texts based on context, text structures and language features. → Develop criteria for establishing personal preferences for texts. → Identify the point of view in a text and suggest alternative points of view
Week 1-11	<p style="text-align: center;">Decoding: I can use a range of strategies to monitor meaning when I am reading and decode more complex words in a Year 3 level text.</p>	<ul style="list-style-type: none"> → Clarify unknown words and phrases to better understand a text. (substituting, using base words, looking for known words, affixes) → Use blending and I can use knowledge of letter-sound relationships to read more complex words. segmenting to read more complex words. → Use strategies, including confirming, rereading and cross-checking, to help me to understand what I read. → Use my understanding of prefixes, suffixes and homophones to support my reading and comprehension. → I can read an increasing range of imaginative, informative and persuasive texts.
Week 6-11	<p style="text-align: center;">Comprehension: I can use comprehension strategies to build literal and inferred meaning about events, ideas and information in a text.</p>	<ul style="list-style-type: none"> → Determining Importance: I can determine important ideas, events or details in a text. → Inferring: To use prior knowledge and text clues to build inferential comprehension. → Connections: I can use a text to make connections between the information in print and images and make: text to text connection, text to self connection (personal experiences), text to world connections and share these responses with others. → Predicting: I can make predictions using text clues and prior knowledge → Questioning: I can answer literal and implied questions using text clues and prior knowledge.

Term 4 Curriculum Overview: Writing

Year Three

	Essential Learning	Learning Targets	
<p style="text-align: center;">Week 1-5</p>	<p style="text-align: center;">Ideas The piece's content – its central message and details that support that message</p>	<ul style="list-style-type: none"> → I can draw inspiration from my own culture, as well as the culture of others, when developing characters, settings and events → I can use details and images to elaborate upon and support my ideas, from a range of sources → I include information, ideas and arguments that are relevant to the topic and purpose of my text' → I am beginning to write across a broader range of subjects/learning area purposes when writing to persuade → I am beginning to write across a broader range of subjects/learning area purposes when writing to inform → I am beginning to write across a broader range of subjects/learning area purposes when writing imaginatively/to entertain 	
<p style="text-align: center;">Week 1 - 9</p>	<p style="text-align: center;">Conventions: Grammar & Punctuation The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> → I can consistently use commas to separate items in a list of nouns. → I can consistently capitalise a wider range of proper nouns to include: key events, names of places and titles → I am beginning to write accurate compound and complex sentences, and I maintain subject-verb agreement in simple and compound sentences → I employ a range of tenses in my writing to represent processes, maintaining consistent tense within and between sentences and beginning to maintain tense at a whole text level → I know that apostrophes are used to signal missing letters in a contraction and am beginning to accurately include common contractions in my writing. → I can reread and edit my writing to check for correct punctuation and grammatical choices, including both the accurate and inaccurate usage of apostrophes in common contractions. 	
<p style="text-align: center;">Week 5-11</p>	<p style="text-align: center;">Presentation The physical appearance of the piece.</p>	<ul style="list-style-type: none"> → I publish texts that feature combinations of print, visual and audio element → I am developing quick finger action when typing → I use word processing programs with growing speed and efficiency → I use joined letters that are accurately formed and of consistent size 	
<p style="text-align: center;">Week 6-11</p>	<p style="text-align: center;">Sentence Fluency The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<ul style="list-style-type: none"> → I can adapt the language features and patterns I encounter in literary texts to enhance my sentences → I am beginning to use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations. → I am beginning to include complex sentences using conjunctions (eg: when, because) → I am beginning to use a variety of sentence beginnings → I am beginning to intentionally use a variety of sentence structures to enhance my writing 	
<p style="text-align: center;">Week 6-11</p>	<p style="text-align: center;">Voice The texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</p>	<ul style="list-style-type: none"> → I 'own' the topic I write about and the piece contains my personal imprint/stamp → I can create a truly individual piece of writing by taking real risks with my writing → I can use creative wordplay to affect the reader (e.g. repetition, alliteration) → I can use sources to support ideas, add detail and engage my reader → I can select print and multimodal elements that are appropriate to the audience and purpose of my text → I am mindful of my audience and my writing connects purposefully with the reader 	

