

# Term 3 Curriculum Overview

Year 3

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 July 15	Division Location and mapping	Audience and Purpose Comprehension	G&P conventions Word Choice Voice	<p style="text-align: center;"><b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b></p> <p><b>Value focus: Inclusion</b>  <b>Fortnightly behaviour foci:</b></p> <ul style="list-style-type: none"> <li>● Welcoming others</li> <li>● Cooperate</li> <li>● Support others</li> <li>● Be an upstander</li> <li>● Celebrating Strengths and differences</li> </ul> <p><b><u>RESILIENCE, RIGHTS &amp; RESPECTFUL RELATIONSHIPS</u></b></p> <p><b>Topic 6:</b> Help Seeking</p> <p><b>Topic 7:</b> Gender and Identity</p> <p><b>Topic 8:</b> Positive Gender Relations</p>	<p><b>Enduring Understanding:</b> Heat can be produced in many ways and can move from one object to another. Adding or removing heat can cause a change of state between solid and liquid.</p> <p><i>I understand that change of state between solid and liquid can be caused by adding or removing heat.</i></p> <p><i>I understand that natural and processed materials have a range of physical properties; these properties can influence their use.</i></p> <p><i>I understand that heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object.</i></p> <p><i>I understand that forces can be exerted by one object on another through direct contact or from a distance.</i></p> <p><i>I can reflect on an investigation, and compare results with predictions, suggesting possible reasons for findings.</i></p>
Week 2 July 22	Division Location and mapping	Audience and Purpose Comprehension	G&P conventions Word Choice Voice		
Week 3 July 29	Division Location and mapping	Audience and Purpose Comprehension	G&P conventions Word Choice Voice		
Week 4 August 5	Division Location and mapping	Audience and Purpose Comprehension	G&P conventions Word Choice Voice Ideas		
Week 5 August 12	Measurement Time	Audience and Purpose Comprehension	G&P conventions Word Choice Voice Ideas		
Week 6 August 19	Measurement Time	Audience and Purpose	Sentence Fluency Ideas		
Week 7 August 26	Measurement Time	Comprehension	Ideas Organisation Word Choice		
Week 8 September 2	Measurement Time	Comprehension Decoding	Ideas Organisation Presentation Word Choice		
Week 9 September 9	Measurement Fractions	Comprehension Decoding	Ideas Organisation Presentation		
Week 10 September 16	Measurement Fractions	Comprehension Decoding	Ideas Organisation 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 3 Curriculum Overview: Mathematics

Year 3

	Essential Learning	Learning Targets
Week 1-4	<p><b>Division:</b> 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"> <li>→ 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)</li> <li>→ I can write a word problem to represent a division number sentence</li> <li>→ I can represent a division word problem as a number sentence</li> <li>→ I can represent and solve simple division problems using a range of strategies</li> <li>→ I can use multiplication facts to recall related division facts for 2s, 3s, 5s and 10s</li> <li>→ I can read, write and interpret division number sentences using ÷ and = symbols</li> <li>→ * Unless otherwise stated, all learning targets are with 2-digit ÷ single digit</li> </ul>
	<p><b>Location and Mapping:</b> Students match positions on maps with given information and create simple maps.</p>	<ul style="list-style-type: none"> <li>→ I can create a simple grid map which shows the position of different landmarks</li> <li>→ I can describe a pathway using directional language and landmarks located on a map</li> <li>→ I can use and interpret grid references to locate positions on a map</li> <li>→ I can identify the features of grid maps (axis, letters, numbers)</li> </ul>
Week 5-10	<p><b>Measurement:</b> Students can use metric units to measure, order and compare objects based on length, area, mass and capacity.</p>	<ul style="list-style-type: none"> <li>→ I can measure, order and compare capacity using formal units (millilitres and litres)</li> <li>→ I can measure, order and compare mass using formal units (grams and kilograms)</li> <li>→ I can measure, order and compare the area of rectangles using formal units (centimetres squared)</li> <li>→ I can measure, order and compare length using formal units (centimetres and metres)</li> </ul>
Week 5-8	<p><b>Time:</b> Students can tell time to the nearest minute.</p>	<ul style="list-style-type: none"> <li>→ 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.</li> <li>→ I can connect different representations of the same time</li> <li>→ I can show time to the nearest minute on an analogue clock</li> <li>→ I can tell time to the nearest minute</li> <li>→ I can show time to the nearest 5 minutes on an analogue clock</li> <li>→ I can tell time to the nearest 5 minutes</li> </ul>
Week 9-10	<p><b>Fractions</b> Students model and represent halves, thirds, quarters, fifths and eighths.</p>	<ul style="list-style-type: none"> <li>→ I can use a number line to represent unit fractions, and their multiples to a whole (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math>)</li> <li>→ I can represent unit fractions using numerator and denominator</li> <li>→ I can identify different representations of thirds and fifths (collections, shapes, lengths)</li> <li>→ I can demonstrate fractions of a length using halves, quarters, eighths, thirds and fifths</li> <li>→ I can share collections into three equal groups (thirds) and five equal groups (fifths)</li> <li>→ I can split areas into three equal parts (thirds) and five equal parts (fifths)</li> <li>→ I can explain thirds as three equal parts of a whole, and fifths as five equal parts of a whole</li> </ul>

# Term 3 Curriculum Overview: Reading & Viewing

Year 3

	Essential Learning	Learning Targets
<p style="text-align: center; font-size: 1.2em;">Week: 1-7</p>	<p style="text-align: center;"><b>Audience and Purpose</b> 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"> <li>→ I can identify the effect of an image on an audience in books, advertisements and film segments.</li> <li>→ I can identify the effect of language choice on an audience (verb choice, tense and types of sentences.)</li> <li>→ I am familiar with some typical structures and language features of different types of texts (e.g. narratives, procedures, reports and reviews).</li> <li>→ I understand how different types of texts vary in their use of language choices, depending on their audience.</li> <li>→ I identify the features of online texts that enhance navigation</li> <li>→ 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)</li> </ul> <p><b>Analyse and evaluate texts:</b></p> <ul style="list-style-type: none"> <li>→ Evaluate texts based on context, text structures and language features.</li> <li>→ Develop criteria for establishing personal preferences for texts.</li> <li>→ Identify the point of view in a text and suggest alternative points of view</li> </ul>
<p style="text-align: center; font-size: 1.2em;">Week: 1-5</p>	<p style="text-align: center;"><b>Comprehension:</b> 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"> <li>→ Determining Importance: I can determine important ideas, events or details in a text.</li> <li>→ Inferring: To use prior knowledge and text clues to build inferential comprehension.</li> <li>→ 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.</li> <li>→ Predicting: I can make predictions using text clues and prior knowledge</li> <li>→ Questioning: I can answer literal and implied questions using text clues and prior knowledge.</li> </ul>
<p style="text-align: center; font-size: 1.2em;">Week 8-10</p>	<p style="text-align: center;"><b>Decoding:</b> 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"> <li>→ Clarify unknown words and phrases to better understand a text. (substituting, using base words, looking for known words, affixes)</li> <li>→ Use blending and I can use knowledge of letter-sound relationships to read more complex words. segmenting to read more complex words.</li> <li>→ Use strategies, including confirming, rereading and cross-checking, to help me to understand what I read.</li> <li>→ Use my understanding of prefixes, suffixes and homophones to support my reading and comprehension.</li> <li>→ I can read an increasing range of imaginative, informative and persuasive texts.</li> </ul>

## Term 3 Curriculum Overview: Writing

Year 3

	Essential Learning	Learning Targets
Week 1-5	<p><b>Conventions: Grammar &amp; Punctuation</b> 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"> <li>→ I can <b>consistently</b> use commas to separate items in a list of nouns.</li> <li>→ I can <b>consistently</b> capitalise a wider range of proper nouns to include: key events, names of places and titles</li> <li>→ I am <b>beginning</b> to write accurate compound and complex sentences, and I maintain subject-verb agreement in simple and compound sentences</li> <li>→ 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</li> <li>→ I know that apostrophes are used to signal missing letters in a contraction and am beginning to accurately include common contractions in my writing.</li> <li>→ 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.</li> </ul>
Week 1-5	<p><b>Voice</b> 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"> <li>→ I 'own' the topic I write about and the piece contains my personal imprint/stamp</li> <li>→ I can create a truly individual piece of writing by taking real risks with my writing</li> <li>→ I can use creative wordplay to affect the reader (e.g. repetition, alliteration)</li> <li>→ I can use sources to support ideas, add detail and engage my reader</li> <li>→ I can select print and multimodal elements that are appropriate to the audience and purpose of my text</li> <li>→ I am mindful of my audience and my writing connects purposefully with the reader</li> </ul>
Week 1-8	<p><b>Word Choice</b> The specific vocabulary the writer uses to convey meaning and enlighten the reader</p>	<ul style="list-style-type: none"> <li>→ I am beginning to use some simple figurative language devices (e.g. simile) and creative wordplay (e.g. repetition and alliteration) to affect the reader</li> <li>→ I can refine my use of vocabulary so that is appropriate to my writing purpose and text type, and conveys my intended meaning</li> <li>→ I can use synonyms to replace common and generic words in order to avoid repetition across a text (e.g. thrilled for excited)</li> <li>→ I can use cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as next, since)</li> <li>→ I am <b>beginning</b> to use adjectives in complex noun group adjectives to create more accurate description (e.g. that tangy, lemon-scented aroma) and to include details of participants, give opinion and classify ('that crazy, little cattle dog')</li> <li>→ I am <b>beginning</b> to use adjectives to persuade (e.g. dangerous behaviour)</li> <li>→ I am <b>beginning</b> to use a range of technical and subject specific words to add authority and credibility to my writing (e.g. hibernate instead of sleep)</li> <li>→ I am <b>beginning</b> to use a wide range of verbs in order to express greater detail e.g. tiptoed instead of walked</li> </ul>
Week 5-10	<p><b>Ideas</b> The piece's content – its central message</p>	<ul style="list-style-type: none"> <li>→ I can draw inspiration from my own culture, as well as the culture of others, when developing characters, settings and events</li> <li>→ I can use details and images to elaborate upon and support my ideas, from a range of sources</li> <li>→ I include information, ideas and arguments that are relevant to the topic and purpose of my text'</li> <li>→ I am <b>beginning</b> to write across a broader range of subjects/learning area purposes when writing to</li> </ul>

	and details that support that message	<p>persuade</p> <ul style="list-style-type: none"> <li>→ I am <b>beginning</b> to write across a broader range of subjects/learning area purposes when writing to inform</li> <li>→ I am <b>beginning</b> to write across a broader range of subjects/learning area purposes when writing imaginatively/to entertain</li> </ul>
Week 6	<p><b>Sentence Fluency</b></p> <p>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"> <li>→ I can adapt the language features and patterns I encounter in literary texts to enhance my sentences</li> <li>→ I am <b>beginning</b> to use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations.</li> <li>→ I am <b>beginning</b> to include complex sentences using conjunctions (eg: when, because)</li> <li>→ I am <b>beginning</b> to use a variety of sentence beginnings</li> <li>→ I am <b>beginning</b> to intentionally use a variety of sentence structures to enhance my writing</li> </ul>
Week 7 -10	<p><b>Organisation</b></p> <p>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"> <li>→ I can re-read and edit my writing specifically to check that the organisation and structure of my writing supports my reader</li> <li>→ I am <b>beginning</b> to use cohesive devices appropriate to the type of text or task; ie: to link ideas in a text, link arguments, or signpost sections of a text.</li> <li>→ My writing has a clear beginning, middle and end (orientation/body/conclusion)</li> <li>→ I am <b>beginning</b> to include structural features that are appropriate to the type of text or task</li> <li>→ I am <b>beginning</b> to use well-structured paragraphs with topic sentences, to support my reader</li> </ul>
Week 8-10	<p><b>Presentation</b></p> <p>The physical appearance of the piece.</p>	<ul style="list-style-type: none"> <li>→ I publish texts that feature combinations of print, visual and audio element</li> <li>→ I am developing quick finger action when typing</li> <li>→ I use word processing programs with growing speed and efficiency</li> <li>→ I use joined letters that are accurately formed and of consistent size</li> </ul>