

YEAR 3 TERM 1 OVERVIEW



This overview is subject to change based on school factors and the needs and abilities of the class.

ENGLISH

Narratives and Persuasive texts

- Language features
- Structure
- Plan, draft and Publish

Spelling Conventions

- letter sound relationships
- conventions- Spelling rules
- syllables
- Blending and Segmenting
- encoding and decoding

Grammar

- Sentence structure - complete sentences that have a noun and a verb

Reading / Comprehension

- Reading Strategies
- Building fluency
- Reading for meaning
- Reading to write
- Modelled, shared and paired reading

Handwriting

- Letter formation using NSW Print

MATHS

Number and Algebra

- Developing effective mental computation strategies to solve addition and subtraction problems

Place Value

- Apply place value to partition, rearrange and regroup numbers to at least 10 000

Shape

- Describe features of 3D Shapes
- Make Models

RELIGION

Students will learn about **The Church** through the following topics; People Participate in communities, Jesus calls people to participate in God's Family, Mary is a model for saying yes to God and the Catholic Church celebrates Mary.

Students will learn about **Lent** through the following topics; What is Lent, how Catholics celebrate mass in relation to the Last Supper and how Jesus teaches people to serve others.

Also, please be aware we will be commencing **Reconciliation** towards the end of Term 1. Final Dates for the sacrament to be advised.

HASS

HISTORY

Students will explore questions through the inquiry process to:

- learn about the causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes
- significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated, or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals

This unit takes students through an inquiry process to describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and draw conclusions. They propose actions or responses. Students use ideas from sources and subject-specific terms to present descriptions and explanations.

HEALTH

Keeping Safe Program

Term 1 - Being safe

- Definition of safety
- Feeling safe
- Recognising safe places
- Identify physical responses to recognise warning signs

Growth Mindset

- Resilience - Being challenged
- Using assertive behaviours
- Positive language - using language to promote a growth mindset.

TECHNOLOGY

Through the integration of all learning areas students will learn the management of devices, problem-solving with devices, logging in and signing out, and appropriate communication through teams. They will also become effective users of Seesaw, and OneNote and be introduced to a range of apps and begin to make judgements about selecting the appropriate app for the purpose. Students will also learn to develop the use of 'creative' apps to share their learning.

SPORT

Fundamental Motor Skills:

- Catching
 - Underarm throw
- Combination of locomotor and object control skills in minor games
- Two handed strike – cricket bat
 - Scooping, running with ball and throwing – Modcrosse

Locomotor skills:

- Running
- Weaving

Maintaining a balanced position when performing a skills e.g. not spinning after batting in cricket.
Movement skills and tactics to achieve outcome: demonstrating movement concepts and strategies to gain

MUSIC

- Develop and consolidate aural and theory skills including, rhythm and timbre (how sounds are produced on different instruments, and differentiate between two instruments when played together) to create and perform music.
- Improvise with the elements of music to create, record, and communicate music ideas.
- Develop performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics)
- Responses to, and respect for, the music of others as performers and audience members.
- Responses that identify how instruments families of the orchestra combine to communicate ideas, mood and meaning.

SCIENCE

This term, Year 3 students will examine that heat can be produced in many ways and can move from one object to another. They will be able to describe how heat can be produced and identify different sources of heat. Students will investigate how heat is transferred from one object to another through conduction and convection, identify changes that occur due to heating and cooling and measure heat using a thermometer.

ITALIAN

- Revise of the Italian greetings and the use of Mr. Miss Mrs.
- How to answer to the questions: 'What's your name? - Come ti chiami?', 'Who are you? - Chi sei tu?' and 'How are you? – Come stai?'
- Activities about pronunciation of consonants and vowels, how to recognise masculine and feminine words and how to change a noun from singular into plural
 - The verbs 'to be - Essere', 'to have - Avere' and 'to feel/stay – Stare'
 - Launch of the topic of the year (curriculum): My family
- Learning about Easter and Carnevale in Italy

ART

COLOUR AND COLOUR VALUE

- Primary and secondary colours can be mixed to make tertiary colours
- Colours can be bright or pastel
- Images might be coloured realistically or in imaginative way
- Explore colour as contrast, patterns, movement

LINE

- Lines can be combined and represented as texture for pattern or for the effects of contrast and movement
- Lines can express feelings: thick and bold for anger, jerky and light for frightened, up, down and around for happiness.
- Lines can be 2D and 3D
- Explore artwork and identify meaning in artwork from other cultures.
- Share personal responses and feelings about artwork they view and make.

Development of artistic skills through experimentation with colour and colour value and line