



Year 3 Curriculum Snapshot Term 1, 2024

Where you can find my *Learning Goals* for:

Reading and Writing Goals: Individual reading and writing goals are sent home every 5 weeks.

Science

Students will know and understand:

- what constitutes a living thing and how they can be distinguished from non-living things;
- that science involves making predictions and describing patterns and relationships.

They will demonstrate their understanding through:

- investigating how living and non-living things can be grouped based on observable features;
- justifying their answers using scientific vocabulary.

Health & Physical Education

Students will know and understand:

- strategies to make the classroom and playground healthy and safe;
- practise and refine fundamental movement skills in a variety of sequences and situations.

They will demonstrate their understanding by:

- When playing Pickleball they will apply strategies for working cooperatively and applying rules fairly;
- They demonstrate strategies for solving movement challenges and staying safe.

Mathematics

Students will know and understand concepts in the following areas:

Algebra

- recognise and explain the connection between addition and subtraction as inverse operations and apply partitioning to find unknown values in number sentences.

Number

- recognise, represent and order natural numbers by reading and writing for numerals beyond 10 000;
- add and subtract 2 and 3 digit numbers using place value to partition, rearrange and regroup numbers without a calculator;
- follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns.

Space

- make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses;
- interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other.

They will demonstrate their understanding by:

- solving addition and subtraction calculations;
- comparing, ordering and sequencing numbers;
- use part-part-whole diagrams and manipulate hands-on materials;
- classify and create 3D shapes, create a 2D layout of a space and read simple maps.

English

Students will know and understand concepts in the following areas:

Writing/Creating:

- the role of text structures used to create persuasive texts;
- development of persuasive text with supporting evidence;
- how language features, including verbs/nouns/adverbs/evaluative language/modality are used to persuade the readers.

Reading/Viewing

- comprehension strategies to understand and identify language features in persuasive texts;
- identify the point of view in a text & suggest alternative points of view.

Speaking/Listening:

- know how speaking with clarity and expression can enhance the meaning of a presentation.

They will demonstrate their understanding in: Reading by:

- completing reading and comprehension tasks;
- engaging in daily reading practise to improve fluency.

Writing by:

- composing a persuasive text.

Speaking by:

- presenting a persuasive argument to a familiar audience.
- Provide a peer with feedback on their presentation and follow up questions.

HASS

Students will know and understand:

- the reasons for rules in the classroom and school community;
- how to develop a point of view on the importance of rules;
- the reasons for and features of a democratic decision-making process;
- how to interpret information from sources to distinguish between facts & opinions;
- how decisions are made democratically
- how aspects of the community have changed and remained the same over time;
- identify individuals, events and aspects of the past that have significance in the present.

They will demonstrate their understanding by:

- explaining the importance of making decision democratically and the role of rules in the community;
- sequencing information about events and the lives in chronological order;
- explaining how and why people participate in and contribute to their communities;
- devising an action plan in response to an issue.

Music

Let's celebrate, let's remember

Students will know and understand:

- how to use voice, sounds, silence, tempo & volume to create & perform celebration songs;
- how to use and play percussion instruments;
- how to describe and discuss components of music.

Students will demonstrate their understanding by:

- composing and performing a celebration song using percussion instruments;
- describing similarities and differences between music

Digital Technology

Students will know and understand

- The name and function of digital devices and how they work together as digital systems

They will demonstrate their understanding by:

- Identifying how people can use different digital systems to solve every day problems

Dance

Students will know and understand

- how to move safely in the dance space
- explore and manipulate dance elements of time and space

They will demonstrate their understanding by:

- responding to dances they view
- performing a short dance