



Year 3 Curriculum & Assessment

AUSTRALIAN CURRICULUM-CURRICULUM INTO THE CLASSROOM (QLD)

ENGLISH UNIT OVERVIEW

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: Analysing and creating a persuasive text Students read, view and analyse digital and written persuasive texts.	Unit 2: Investigating characters Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character.	Unit 3: Exploring personal experiences through events Students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event.	Unit 4: Exploring procedure Students listen to, read and view and analyse informative and literary texts and create a spoken procedure between two characters.	Unit 5: Examining stories from different perspectives Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story.	Unit 6: Examining imaginative texts Students listen to, read, view and interpret imaginative texts from different cultures.	Unit 7: Engaging with poetry Students listen to, read, view and adapt poems featuring an Australian setting.	Unit 8: Reading, responding to and writing people's stories Students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences.

ASSESSMENT

<i>Monitor</i>	<i>Exam/test</i>	<i>Written – Persuasive letter</i>	<i>Oral</i>	<i>Monitor</i>	<i>Short answer questions</i> <i>Poster/multimodal</i>	<i>Oral</i>	<i>Monitor</i>
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MATHEMATICS UNIT OVERVIEW

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<ul style="list-style-type: none"> Number and place value — count to 1000 and beyond, investigate the 2s, 3s, 5s and 10s number sequence, 2-digit and 3-digit numbers Using units of measurement, calendar, time to 5 minute intervals, measure length with non-standard units, measure with metres 	<ul style="list-style-type: none"> Number and place value - number facts, solve simple multiplication and division problems, add and subtract 2-digit and 3-digit numbers Data representation and interpretation Chance — every day events, describe the outcomes Measurement 	<ul style="list-style-type: none"> Shape – 3D Number and place value – 3 digit numbers, multiplication and division, number facts Patterns and algebra – rules Fractions and decimals - halves, thirds, quarters and eighths 	<ul style="list-style-type: none"> Number and place value — to and beyond 1 000, 2 & 3-digit numbers Location and transformation – on a grid Geometric reasoning – angles Money and financial mathematics – coins and notes 	<ul style="list-style-type: none"> Number and place value – 4 digit numbers Money and financial mathematics — calculate change Fractions and decimals - solve simple problems involving, halves, thirds, quarters and eighths Location and transformation — environment, symmetrical, non-symmetrical 	<ul style="list-style-type: none"> Using units of measurement — metres, kilograms, time (5 minute intervals) Patterns and algebra number patterns involving 3-digit numbers Number and place value - add and subtract with multiples of 10 and 100, add and subtract 2-digit and 3-digit numbers 	<ul style="list-style-type: none"> Number and place value —3-digit numbers, addition, subtraction, multiplication, division, number facts, odd & even Data Location and transformation Chance Fractions and decimals — halves, thirds, quarters and eighths 	<ul style="list-style-type: none"> Number and place value - addition, subtraction, multiplication, division, no. facts Money & financial mathematics – change to nearest 5 cents Using units of measurement – length, mass, capacity. Time to the minute Shape Geometric reasoning—Identify angles as



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							measures of turn
ASSESSMENT							
<i>Monitoring task - number</i>	<i>Short answer question – chance</i> <i>Short answer response – measurement</i> <i>Monitoring task - operations</i>	<i>Monitoring task</i>	<i>Short answer questions – counting</i> <i>Monitoring task – number</i> <i>Written – measurement and location</i>	<i>Assignment/Project – operations</i> <i>Short answer response - money</i>	<i>Assignment/Project – measurement</i> <i>Short answer questions – patterns</i> <i>Short answer response - time</i>	<i>Short answer response – fractions and multiplication</i>	<i>Assignment project – shape</i> <i>Written inquiry - money</i>

SCIENCE UNIT OVERVIEW

TERM 1	TERM 2	TERM 3	TERM 4
Unit 1: Is it living? Students will investigate the living and non-living things in their local environment.	Unit 2: Spinning Earth Students will demonstrate their knowledge of the Earth's rotation on its axis in relation to the position of the sun to suggest explanations for everyday observations.	Unit 3: Hot stuff Students explore ways by which heat is produced such as the Sun, rubbing, electricity, and chemically (burning).	Unit 4: What's the matter? Students will investigate the properties of solids and liquids and the effect of adding or removing heat, including a change of state between solid and liquid.

ASSESSMENT

Collection of Student Work -Science Journal	Investigating shadows <i>Multimodal presentation</i>	Keep drinks cooler: Scientific report <i>Assignment/ project</i>	Solids and liquids <i>Exam/test</i>
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HUMANITIES UNIT OVERVIEW

Years 1 – 7 study History and Geography

TERM 1 History	TERM 2 Geography	TERM 3 History	TERM 4 Geography
Investigating celebrations, commemorations and community diversity (History) Inquiry question/s: <ul style="list-style-type: none"> How and why do people choose to remember significant events of the past? What is the nature of the contribution made by different groups and 	Exploring similarities and differences in places near and far. Inquiry question/s:	Exploring continuity and change in local communities (History) Inquiry questions: <ul style="list-style-type: none"> Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? 	Protecting places near and far. Inquiry question/s: <ul style="list-style-type: none"> How do people's feelings about places influence their views about the protection of places? How and why are places similar and different?



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individuals in the community?			
ASSESSMENT			
<i>Collection of work — multimodal</i>	<i>Collection of work - portfolio</i>	<i>Research – Historical inquiry (poster)</i>	<i>Research – assignment/project</i>
TECHNOLOGY UNIT OVERVIEW			
<i>Technology involves the process of design, make and appraise.</i>			
TERM 1	TERM 2	TERM 3	TERM 4
Students design and create a functional hat for a celebration. i.e. Birthday party, fancy dress, wedding etc.	Continuation from term 1	Students are to design and make a prop to be used in a drama presentation. Students create a prop that helps tell the story of Kumiko and the Dragon.	Continuation from term 3
ASSESSMENT			
<i>written evaluation of the final product</i>	<i>written evaluation of the final product</i>	<i>written evaluation of the final product</i>	<i>written evaluation of the final product</i>
ART UNIT OVERVIEW			
TERM 1	TERM 2	TERM 3	TERM 4
Students complete a variety of art projects and exploration of different techniques and media.	Continuation from term 3	Students complete a variety of art projects and exploration of different techniques and media.	Continuation from term 3
ASSESSMENT			
<i>Monitoring of exploration, design, construction, imagination and the experimentation of different techniques using different media.</i>	<i>Assessment of overall effectiveness of design, appropriate use of resources, layout and colour.</i>	<i>Monitoring of exploration, design, construction, imagination and the experimentation of different Techniques using different media.</i>	<i>Travel Slide Show assessed for use of colour, design and layout. Performance of dance assessed for developing control and accuracy in locomotor and non-locomotor sequences, use of focus and projection to communicate dance ideas to an audience. Students respond to their own dances by documenting and reflecting upon their dance ideas using dance terminology and show an understanding that dances are created for a variety of reasons to communicate meaning.</i>



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