

YEAR 3

ENGLISH



In Years 3 and 4, students engage in a variety of texts for enjoyment. Students read texts on their own, such as chapter books, non-fiction information and can write imaginative, informative and persuasive types.

Typically, students will:

- Read and understand a range of texts that include images and vocabulary for different effects.
- Write texts that persuade, inform and entertain.
- Write imaginative texts that express experiences, events and include characters and a sequence of events.
- Understand grammar and punctuation that is appropriate to the purpose and context of their writing.
- Use accurate spelling.
- Re-read and edit their writing, checking for appropriate vocabulary, structure and meaning.
- Write legibly, using joined letters.

MATHS

In Years 3 and 4, students further develop their understanding of number, patterns, measurement and probability.

Typically, students will:

- Recognise, model and represent numbers up to 10 000.
- Use strategies to add, subtract, multiply and divide.
- Recall multiplication and division facts.
- Solve word problems using efficient strategies.
- Model, represent, compare and order fractions.
- Understand money values and calculate change required for simple transactions.
- Measure units of length, mass, capacity and temperatures.
- Tell time to the minute and convert between units of time.
- Make models of 2D and 3D shapes, identifying symmetry and the area of shapes.
- Collect survey data and construct tables and graphs.

SCIENCE

Students broaden their understanding scientifically by following instructions to explore questions, make predictions and conduct investigations.

Typically, students will:

- Explore properties and materials (such as heat, energy, solids and liquids).
- Learn about forces.
- Discuss natural processes and how human activity change the Earth's surface.
- Understand that living things have key stages in life.
- Observe heat and suggest the change of state between solid and liquid.

HASS

Students locate and collect information, draw simple conclusions and communicate their ideas and findings about History and Geography.

Typically, students will:

- Investigate celebrations and commemorations in places around the world, including Australia (celebrations and commemorations in places around the world, including Australia (Anzac Day, Australia Day, Easter, Chinese New Year, Bastille Day, Independence Day, Diwali, Songkran and New Year's Day around the world).
- Explore how the community has changed and remained the same over time and the role that people have placed in the local community.
- Investigate reasons for the first fleet journey, including reasons why, who travelled and their experiences.
- Understand the importance of environments, including vegetation, to animals and people.
- Distinguish between laws and rules and how they are important and affect the lives of people as well as the importance of making decisions democratically.



DESIGN & TECHNOLOGY

Students have the opportunity to create a range of digital solutions in both Design and Digital Technologies. They will build on concepts, skills and processes already developed in the earlier years.

Typically, students will:

In Digital Technologies

- Describe how a range of digital systems and their devices can be used for different purposes.
- Explain how the same data sets can be represented in different ways.
- Identify problems and solve them, for example, designing a game for a player to win or lose.

In Design Technologies

- Investigate the suitability of materials, systems, tools and equipment for a range of purposes.
- Plan a sequence of production steps and evaluate the design idea of a repurposed item of clothing with recycled materials to create a useful item.

THE ARTS

As students experience the Arts, they draw on a range of cultures, times and locations to respond and make artworks that are independent and collaborative with their classmates and teachers.

Typically, students will:

- In Dance, students choreograph, perform and respond to dances and how they are used to represent stories.
- In Music, sing and explore instruments to create music.
- In Media Arts, students create a television style advertisement, which persuaded a target audience to protect endangered animals.

HEALTH & PE

The Year 3 and 4 curriculum further develop students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identity. They build on previous learning in movement to help students develop greater proficiency across the range of movements skills.

Typically, students will:

- Describe how respect, empathy and diversity can influence relationships.
- Describe strategies to make the classroom and playground healthy, safe and active spaces.
- Practise and refine movement skills in a variety of sequences and situations.
- Apply basic rules and scoring systems and demonstrate fair play.
- Apply fundamental movement skills and sequences across a broad range of physical activities including swimming, cross country, athletics, softball, football(soccer) and indigenous games.
- Implement aims and goals for current and future representation at district level sport.