2024 Parent TERM OVERVIEW
Year 3 Term 2

Dare to Dream

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<u>100 Book Challenge & Award Nominations</u> *Students will:* • *Fluently read, share with friends and celebrate* the different types of books and authors that they most love to read • *Refer back to texts* to locate clues and evidence when answering comprehension questions • *Analyse* a series of persuasive texts to *identify* target audience and persuasive techniques used (exaggeration, facts, emotive language, modal words & rhetorical questions) • *Write* compound and complex sentences as the building blocks for all texts • *Write* persuasive sentences, paragraphs and eventually whole texts that nominate people & books for class awards • *Write* paragraphs that include a topic sentence, supporting details x2/3 and a concluding sentence • *Orally* rehearse and present their work to familiar audiences.	**Item 1:** Reading Comprehension Task **Item 2:** Written award nominations (persuasive texts)	Weeks 7-8 Week 8
Mathematics	<u>Number, Fractions and Measurement</u> *Students will:* • *Read, model, represent and order* sequences of numbers up to at least 10 000 • *Automatically recall* addition and subtraction facts for adding any single-digit numbers. *Apply* to calculations using larger numbers. • *Recall* multiplication facts of two, three, five and ten, including their related division facts • *Describe* fractions as equal portions/shares • *Represent* fractions in different ways (halves, quarters, thirds, fifths) of shapes, number lines and of a collection of objects • *Compare* fractions, i.e., determine which is larger or smaller and explain why • *Measure*, *order* and *compare* objects using familiar metric units of length, mass and capacity • *Recognise* and *use* centimetres and metres, grams and kilograms, and millilitres and litres.	Test: Number, patterns & fractions	Week 8
Science & Design Technology	<u>Physical Science: Hot Stuff</u> *Students will:* • Investigate how heat is produced (e.g., sun, rubbing, electricity and chemically) • Identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer • Plan and conduct investigations about heat and heat transfer from warm to cold objects • *Consider heat conductivity or insulation when selecting materials and creating* products in design challenges (e.g., a fashionable hat that is sun safe, a rebuild of a local bridge, an Insulated Water Bottle) • *Test, measure and evaluate* their own design creations to recommend further potential improvements.	'Cool It' Science Investigation & Insulated Water Bottle Design Challenge	Week 7-9

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History	**Change and Continuity: Then & Now** *Students will:* • *Explore* who lived here first and how do we know; continuity and change in local communities • *Identify & describe* changes in transport, education and entertainment over time • *Sequence* information about events and create timelines to showcase changes over time.	Change and Continuity Assessment	Week 8-9
Health and Wellbeing	**Health** *Students will:* • *Explore* positive ways to identify and manage different types of stress. • *Examine* the character strength of perseverance and how it can assist them when facing difficulties.	Not applicable	Not applicable
Specialist Class: Physical Education	**Track & Field** *Students will:* • *Develop* and *practice* specialised skills such as long jump, shot put, high jump and sprinting in preparation for the Athletics Carnival.	Observation checklists Performance in Track & Field Carnival	Ongoing
Specialist Classes: Music / Drama *Over the course of this semester, classes will participate in both Music & Drama specialist classes.*	**Drama: Poetry and Personal Qualities** *Students will:* • *Develop* and *refine* their skills for improvisation e.g. scenes made up in the moment • *Identify* and *value* the unique and positive qualities in themselves and others • *Respond* to other actors and stimuli, and work spontaneously in their environment • *Create* scenes in groups • *Identify* the rhyming structure, situation, roles and relationships of a poem • *Recite* and *create* verses of a poem.	Performance and participation checklist	Weeks 5 and 10
	Music: Pentatonic Percussion *Students will:* • *Build* confidence and foster a love of music • *Define* and *demonstrate* rhythms using crotchets, quavers, minims, rests and semiquavers • *Recognise* and *identity* rhythms they hear • *Create* new compositions using pitch and rhythm patterns • *Develop* and *demonstrate* the pentatonic scale through singing and playing xylophones • *Describe* and *discuss* how they used elements, such as pitch, rhythm and dynamics.	Performance and participation checklist	Week 7 / 8
Specialist Class: ICT	**'Friend-ology'** *Students will:* • Explore a range of ICT programs through their participation in the "Friend-ology" friendship and well-being program.	Not applicable	Not applicable