Year 3 Term 4 2021

***Culminating:* Drama Performance**

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Attributes of Life Long Learners

Think	Investigate	Create	Participate	Communicate	Reflect
Students will explore the democratic process in familiar situations.  How I will use the democratic process in familiar situations?	Students will identify the difference between a fair and unfair test.  How will I make sure my science investigation is a fair test?	Students will create a Scratch science quiz using ICT  How will I create an engaging quiz?	Students will demonstrate the skills of effective listening.  How will I be an effective listener?	Students will write a fear narrative to communicate their ideas.  How will I write an entertaining fear narrative?	Students will reflect on the safety strategies of recognising, reacting and reporting.  What safety strategies can I use?

Key Learning Areas

English

Examining Imaginative Texts
Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create an imaginative text.

Maths

Number and place value — recall addition and related subtraction number facts, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems.
Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions and solve simple problems involving fractions.
Money and financial mathematics — count the change required for simple transactions to the nearest five cents.
Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity.
Shape — make models of three-dimensional objects.
Location and transformation — represent symmetry, interpret simple maps and plans.
Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations.
Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data and interpret data displays.

Science

What's the Matter?
Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.

HASS

Exploring Places Near and Far
Inquiry question: *How and why are places similar and different?*
In this unit, students:
identify connections between people and the characteristics of places, describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places, interpret data to identify and describe simple distributions and draw simple conclusions, record and represent data in different formats, including labelled maps using basic cartographic conventions, explain the role of rules in their community and share their views on an issue related to rule-making, describe the importance of making decisions democratically and propose individual action in response to a democratic issue and communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

The Arts

Media Arts: A whole new movie!
In this unit, students create a movie trailer to entice their friends to watch "The Lorax". This trailer will be from the perspective of a new character, using quotes from the students Term 3 retell.
Students will:
- experiment with media technology and production processes (storyboard, film and edit)

Link: English

Specialist Drama: Creating Characters 3
Students develop character roles through a script they have been given. Students work on varying voice and movement to establish a role within the script. Students will perform to formal audience at the end of the unit.

HPE

Program Achieve – Social-emotional blockers
In this unit, students will identify social-emotional Blockers and practise:
- awareness and management of anger
- not paying attention
- procrastination
- worry and feeling down.

Daniel Morcombe Child Safety Curriculum

PE Specialist – Bush Dancing
Students engage in a variety of traditional bush dances developing coordination, balance through various positions, movement and stances.

Swimming
Students engage in a variety of activities that promote proficient swimming in an aquatic environment.

Italian

Out and about
In this unit, students will investigate different places in Italian-speaking communities. They will explore and discuss specialist shops in Italy and Australia. They will explore the most commonly used Italian hand gestures.