









Year 3 Term 3 2022

Open Afternoon Activity: Share collection of work, Parade Afternoon, Author Visit
Productive Partnerships: Science Centre Incursion (Brisbane)

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Attributes of Life Long Learners	Think	Investigate	Create	Participate	Communicate	Reflect
	<p>Students will explore the location and features of places, including similarities and differences between them.</p>  <p>How are places similar? How are places different? Why?</p>	<p>Students will identify heat sources in nature and plan investigations using this information.</p>  <p>How will I use what I know to conduct a fair investigation?</p>	<p>Students will start to create a digital movie trailer.</p>  <p>What media technology and production process will I use to create my trailer?</p>	<p>Students will be active participants by contributing positively to group dynamics.</p>  <p>How do I actively participate and positively contribute when working with other students?</p>	<p>Students will create a written narrative.</p>  <p>How will I create an entertaining retell narrative from a different perspective?</p>	<p>Students will reflect on their wellbeing.</p>  <p>What are the benefits of positive wellbeing at school?</p>

Key Learning Areas	English	Maths	Science	HASS	Technology	The Arts	HPE	Italian
	<p>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. They comprehend stories and create spoken retells of stories from alternative perspectives.</p> <p>Reading, writing and performing poetry In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.</p>	<p>Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two – digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract.</p> <p>Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths.</p> <p>Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals.</p> <p>Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns.</p> <p>Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analogue clocks, transfer knowledge of time to real-life contexts.</p> <p>Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non- symmetrical</p>	<p>Hot stuff - Students explore ways by which heat is produced such as the Sun, rubbing, electricity, and chemically (burning). Students will study the behaviour of heat as it moves from one object to another. Students use thermometers to measure their observations of heat and adhere to safety practices while conducting investigations of heat. Students use knowledge of the behaviour of heat to explain everyday occurrences and consider how this knowledge impacts on everyday actions.</p>	<p>Exploring places near and far Inquiry question: <i>How and why are places similar and different?</i> 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.</p>	<p>Strike the Ball! Students will develop their understanding of forces and motion as they engage in and conduct investigations about the effects of balanced and unbalanced forces. They will critique opportunities for designing and exploring the creation of a game mechanism that can strike one ball against another to score in the game, using the BricQ Motion Lego product. Students will evaluate their design ideas using developed criteria for success.</p>	<p>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)</p> <p>Drama: Creating Characters Students will explore the elements of Drama, including, Role, Situation, Voice, Movement, Focus, Audience, Tension, Space and Time, Language & ideas & Dramatic Action. Students will develop character roles using a script they have been given. They will work on varying voice and movement qualities to establish a role within the script. Students will perform to a formal audience at the end of the unit.</p>	<p>Program Achieve – Part 3 Wellbeing In this unit, student will learn strategies to support their well-being including:</p> <ul style="list-style-type: none"> resilience happiness awareness, self-management, ABCs of emotions, cognitive restructuring, mindfulness. <p>PE Specialist Having a Ball Students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games.</p> <p>European Handball and Rugby league</p>	<p>Active kids In this unit, students will explore children’s games in Italian-speaking cultures. They will compare and contrast sports and activities in Italy and Australia.</p>

