

Year 3 GTMJ's Term 1 2024



Friendship

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	English	Subject	Imaginative Narrative
Technique	Extended Response: Short Story (narrative), written and spoken		
Purpose	To write an imaginative story (narrative) on a familiar theme of 'friendship' and present the writing to your peers.		

	A	B	C	D	E
Speaking and Listening	Uses language features including topic-specific vocabulary, and effective features of voice (volume, pace, tone, pitch, eye contact) to rehearse and deliver a written story (narrative) suited to the audience.	Uses language features including topic-specific vocabulary, and features of voice (volume, pace, tone, pitch and attempts eye contact) to rehearse and deliver a written story (narrative) suited to the audience.	Uses language features including topic-specific vocabulary, and features of voice (volume and pace) to rehearse and deliver a written story (narrative).	Uses features of voice (volume) to rehearse and deliver a written story (narrative).	
Writing and Creating	Creates a written imaginative story (narrative) including 2 or 3 ideas, about the theme <i>friendship</i> to narrate, having an impact on an audience, including creatively expanding on relevant details from learnt topics or texts, expressing a character's thoughts and feelings.	Creates a written imaginative story (narrative) including 2 ideas, about the theme <i>friendship</i> to narrate, including connecting relevant details from learnt topics or texts.	Creates a written story (narrative) about the theme <i>friendship</i> to narrate, including relevant details from learnt topics or texts.	Creates a written story about the theme <i>friendship</i> , including details: simple description of characters, setting and/or problem.	Creates ideas about a character, setting and/or events.
	Uses text structures including paragraphs, and edits to improve language features including compound sentences to express and combine ideas, topic-specific vocabulary, relevant to the type of text and purpose and literary devices. <ul style="list-style-type: none"> - Adverbials to give details such as time, place and manner (eg: "in the afternoon", "nearby", "quickly") - Edit and improves language features 	Uses text structures including paragraphs, and edits punctuation, language features including compound sentences to express ideas, topic-specific vocabulary and literary devices. <ul style="list-style-type: none"> - Text Structure: pebble, rock, boulder - Groups related ideas in paragraphs - Uses verbs feeling and thinking - Coordinating conjunctions FANBOYS (for, and, nor, but, or, yet, so) 	Uses text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices. <ul style="list-style-type: none"> - Text Structure: orientation, complication, resolution - Past tense = stay with tense - Language features: noun groups including adjectives, verbs: doing and saying - Articles used (eg: "a", "an", "the") - Literary devices: characterisation and setting - Common conjunctions: FANBOYS (and, but, so) - Capitalising proper nouns 	Uses language features including simple sentences and topic-specific vocabulary.	Uses everyday language.
	Fluently spells multisyllabic words with more complex letter patterns using phonic and morphemic knowledge, identifies errors and corrects some spelling and uses some common spelling generalisations when attempting to spell unfamiliar words, and high-frequency words.	Spells multisyllabic words using phonic and morphemic knowledge, identifies errors and attempts to correct spelling and uses some common spelling generalisations when attempting to spell unfamiliar words, and high-frequency words.	Spells multisyllabic words using phonic and morphemic knowledge, and high-frequency words. <ul style="list-style-type: none"> - Common Contractions (eg: doesn't) - Uses learnt spelling rules and knowledge - Common homophones - Taught spelling sequence 	Spells words using phonic knowledge, and some high-frequency words.	Spell some words using phonic knowledge.

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Hot Stuff!

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	Science	Subject	Physical Sciences
Technique	Experimental Investigation: Scientific explanation		
Purpose	To answer questions to identify sources of heat energy, examples of heat transfer and identify solutions that use scientific explanations. To plan a safe and fair experimental investigation into the transfer of heat. To pose questions, make predictions, compare findings, identify further questions and draw conclusions about heat transfer.		

		A	B	C	D	E
Knowledge and Understanding	Physical Sciences	Identify sources of heat energy and examples of heat transfer, modelling the movement of heat from one object to another using drawing. Part A Q2 Explain changes in the temperature of objects and how well heat is transferred between water and materials: such as metals, plastics and ceramics, measured using a thermometer. Part B	Identify sources of heat energy and examples of heat transfer, modelling the movement of heat using drawing. Part A Q1a, 1b, 1c Explain changes in the temperature of objects and how well heat is transferred between water and materials: such as metals, plastics and ceramics. Part B	Identify sources of heat energy and examples of heat transfer. Part A Q1a, 1b, 1c Explain changes in the temperature of objects: water and materials: such as metals, plastics and ceramics. Part B	Identify sources of heat energy. Part A Q1a	Identify a source of heat energy. Part A Q1a
	Use and influence of science	Identify solutions that use scientific explanations and meet a need and solve a problem. Part A Q3b	Identify solutions that use scientific explanations and meet a need. Part A Q3a - heater	Identify solutions that use scientific explanations. Part A Q3a - jumper	Identify a solution. Part A Q3	
Science Inquiry	Questioning and Predicting	Pose questions to explore patterns and relationships of heat transfer to extend and elaborate ideas and make predictions based on observations, about which material will be most effective. PART B	Pose questions to explore patterns and relationships of heat transfer to extend and elaborate ideas and make predictions based on observations. PART B	Pose questions to explore patterns and relationships of heat transfer and make predictions based on observations. PART B	Pose a question and make a prediction about heat transfer. PART B	Make a prediction about heat transfer. PART B
	Planning	use scaffolds to plan safe investigations and fair tests PART B			With support, use scaffolds to plan safe investigations and fair tests. PART B	State a safety consideration. PART B
	Evaluating	compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings and draw conclusions based on the prediction. PART B	compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings and draw conclusions. PART B	compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. PART B	With support, compares their findings with those of others and draw a conclusion. PART B	Draw a conclusion. PART B
	Communicating	Communicate ideas and findings for an identified purpose, represents heat transfer using diagrams (eg: arrows) and labels, including using scientific vocabulary PART A & B	Communicate ideas and findings for an identified purpose, represents heat transfer using diagrams, including using scientific vocabulary when appropriate. PART A & B	Communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate. PART A & B	Communicate ideas or a finding, using scientific vocabulary when appropriate. PART A & B	Communicate ideas or a finding, using everyday language. PART A & B

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Event Celebrators and Change Agents

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	[Enter subject.]
Technique	[Enter technique.]		
Purpose			
Students to complete a short investigation about commemorations and celebrations that are significant to Australia's identity. They look at timelines and patterns to identify how these events have changed over time from different perspectives.			

	A	B	C	D	E
Knowledge and Understanding	describe the causes, effects and contributions of people and events to change in Australia and the reasons why the change occurred	describe the causes, effects and contributions of people and events to change in Australia	describe the causes, effects and contributions of people to change in Australia	describe the causes of a change in Australia	
	identify the significance of cultural and historical origins of events, symbols and emblems important to Australia's identity and diversity	identify the significance of historical origins of events, symbols and emblems important to Australia's identity and diversity	identify the significance of events, symbols and emblems to Australia's identity and diversity	identify a significant event or symbol to Australia.	identify a personal significant event or symbol.
	develop inquiring questions about future consequences, and locate, collect and record information and data from different sources	develop inquiring questions and locate, collect and record information and data from different sources	develop questions and locate, collect and record information and data from different sources	develop a question. Records information.	Develop a question
Skills	analyse information from different sources to identify perspectives and draw conclusions about information related to historical events or cultural celebrations	analyse information from different sources to identify perspectives and draw conclusions	analyse information to identify perspectives and draw conclusions	identify perspectives and draw a conclusion	identify perspectives
			use ideas from sources, and subject-specific terms to present descriptions and explanations		

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Mathematics Year 3 Term 1: Counting and comparing numbers

Name: _____

Purpose of assessment: To count and compare numbers based on concepts associated with place value and to solve problems using an understanding of numbers. (ACMNA052)

Understanding and Fluency		Problem solving and Reasoning	
Recognises and represents place value structure.		Compares, orders and sequences numbers.	
<p>Identify & locate numbers on a number line with complex unfamiliar increments. (8)</p>	<p>Identifies the number halfway between 485 and 535. (Q7a) Explains in mathematical reasoning. (Q7b)</p>	A	
<p>Locates numbers on a number line counting in fives. (Q6a, Q6b)</p>	<p>Locate and identifies beyond the number line (5b)</p>	B	
<p>Identifies proportional base 10 models with digits and writes in words. Identifies digits in the hundreds, tens and <u>ones</u> place. Counts forwards or backwards by one and ten. (Q1, 2, 3) Locates numbers on a number line counting in fives. (Q4a, 4b, 5a)</p>	<p>Compares and orders a list of numbers based on quantity. (9a, 9b)</p>	C	
<p>Identifies and represents proportional base 10 models with digits.</p>	<p>Identifies least and greatest quantities from a list.</p>	D	
<p>Counts forwards or backwards by one.</p>	<p>Identifies greatest quantity from a list.</p>	E	

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Year 3 Mathematics: Unit 2 — Adding, Subtracting and partitioning numbers

Name: _____

Purpose of assessment: To recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers. (ACMNA055)

Understanding and Fluency	Problem Solving and Reasoning	
Recognises and represents place value structure. Recognises equivalent representations for the same number.	Partitions, regroups and rearranges numbers to solve problems.	
◀ Uses non-standard place value partitioning flexibly with 3-digit numbers, including situations that are both complex and unfamiliar. (Q7e)	◀ Applies appropriate and efficient strategies to solve problems that are increasingly complex and unfamiliar. (Q9)	A
◀ Completes complex familiar addition and subtraction facts (Q1d,e,f,g) ◀ Uses non-standard place value partitioning flexibly with 3-digit numbers, including situations that are both complex and unfamiliar (Q5b, Q7 a, b, c & d)	◀ Applies appropriate and efficient strategies to solve problems that are complex and familiar. (Q3 extended facts) (Q4b) (Q8)	B
◀ Completes simple familiar addition and subtraction facts (Q1 a,b,c) (Q3 – addition, subtraction) (Q4a) ◀ Uses standard place value partitioning with 3-digit numbers. (Q5a) Renames 3-digit numbers, using standard place value partitioning. (Q6a,b,c)	◀ Applies a strategy to solve a simple, familiar problem. (Q2 a,b,c) (Q3 number story)	C
◀ Exhibits some “C” descriptors of models and representations in simple familiar situations	◀ Some selection and application of <u>problem solving</u> approaches in simple familiar situations	D
◀	◀	E

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Year 3 Maths: Term 1: AT3 — Conduct a chance experiment

Name: _____

Purpose: To collect and interpret data from simple chance experiments. ACMSP067

Understanding and Fluency	Problem solving and Reasoning	
<p style="text-align: center;">Conducts a simple chance experiment Collects data and identifies possible outcomes</p>	<p style="text-align: center;">Interprets and compares the data collected from two chance experiments</p>	
<ul style="list-style-type: none"> ◀ Records data from a personal chance experiment in an organised table or graph with accuracy, adhering to basic labelling conventions (Part C Q 2, 3) ◀ Organises the collection and recording of a personal chance experiment. (Part C Q2) ◀ Lists all possible outcomes for rolling the dice. (Part A Q1) Follows conventions in labelling a simple table for collecting data. (Part A Q2) Records data in a table. (Part A Q3, 4) ◀ Demonstrates some C simple familiar outcomes. 	<ul style="list-style-type: none"> ◀ Makes connections between prediction, data collection and findings from a personal chance experiment. Uses chance words appropriately. (Part C) ◀ Writes a comparative statement (Part A Q5) Justifies a generalisation made from presented data. (Part B Q1d) ◀ Describes the results of a data collection. Uses the terms 'least frequent' and 'most frequent' appropriately (Part A Q5) Describes similarities and differences between data sets. (Part A Q6) Interprets a data collection to answer simple familiar questions (Part B Q1a-c) ◀ Demonstrates some C level simple familiar outcomes. 	<p>A</p> <hr/> <p>B</p> <hr/> <p>C</p> <hr/> <p>D</p> <hr/> <p>E</p>