Year 3 Curriculum Framework

YEAR 3 ENGLISH						
	TERM 1		TERM 2	TERM 3		TERM 4
	PERSUASIVE TEXT	NARATIVE	NARRATIVE	Procedural Text	INFORMATIVE TEXT	POETRY
CURRICULUM INTENT	**Examining and analysing texts with different perspectives.** Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. *(C2C Unit 1)*	**Investigating Characters** Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. *(C2C Unit 2)*	**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 compreh.end stories and create a spoken retelling of a story from a different perspective. *(C2C Unit 4)*	Students listen to, read, view and analyse informative and literary texts. They make inferences about characters and settings and draw connections between the text and their own experiences. *(C2C Unit 3)*	**Analysing and creating an informative text** Students listen to, read, view and interpret information text. Students explore text structure, language choices, visual language features and use of descriptive language in information texts. *(School based unit)*	**Reading, writing and performing poetry** Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose, characters, setting and audience and how language features and language devices can be adapted to create new meaning. *(C2C Unit 6)*
ASSESSMENT	**Persuasive response** Students examine ways persuasive language features are used to influence an audience.	**Reading comprehension** Students comprehend literal and implied meaning in a text and identify and explain the author's use of language. **Imaginative narrative** Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters.	**Comprehending stories.** Students read a story and use comprehension strategies to infer meaning and evaluate the narrative. **Writing a narrative from a different perspective** Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text	**Procedural presentation** Students create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something.	**Informative Report.** Students will write an information report after researching a topic and present it using a multi-modal application.	**Writing and presenting poetry (Imaginative response – oral)** Students write and present an adaptation of a poem. **Reading comprehension** Students comprehend literal and implied meaning in a text and identify and explain the author's use of language.

YEAR 3 ENGLISH ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
Receptive modes (listening, reading and viewing)				
Students understand how content can be organised using different text structures depending on the purpose of the text.				
Students understand how language features, images and vocabulary choices are used for different effects.				
Students read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.				
Students use phonics and word knowledge to fluently read more complex texts.				
Students identify literal and implied meaning connecting ideas in different parts of a text.				
Students select information, ideas and events in texts that relate to their own lives and to other texts.				
Students listen to others' views and respond appropriately using interaction skills.				
Productive modes (speaking, writing and creating)				
Students understand how language features are used to link and sequence ideas.				
Students understand how language can be used to express feelings and opinions on topics.				
Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.				
Students create a range of texts for familiar and unfamiliar audiences.				
Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.				
Students demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.				
Students use knowledge of letter-sounds relationships including consonant and vowel clusters and high frequency words to spell words accurately.				
Students re-read and edit their writing, checking for appropriate vocabulary, structure and meaning.				
Students write using joined letters that are accurately formed and consistent in size.				

YEAR 3 - MATHEMATICS

Term 1	Term 2	Term 3	Term 4
Summative Assessment			
Representing, adding and subtracting numbers Student represent and order numbers, recognise the connection between addition and subtraction, and add & subtract numbers. **Conducting a simple chance experiment** Students collect and interpret data from simple chance experiments. **Three-dimensional objects and angles** Students make a model of a three-dimensional object and recognise angles in real situations.	**Adding, subtracting and partitioning numbers** Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers. **Measuring length, mass and capacity using metric units.** Students use metric units to measure and compare length, mass and capacity	**Money** Students represent money in various ways and count change from financial transactions **Patterning, connecting addition and subtraction** Students classify odd & even numbers, continue number patterns, recall single-digit addition facts and recognise the connection between addition and subtraction. **Grid maps and symmetry** Students match positions on maps and identify symmetry in the environment.	**Using unit fractions and multiplication** Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions. **Telling time to the nearest minute** Students tell time to the nearest minute and solve problems involving time **Data** (Links to HASS Unit 2) Students can interpret and compare data displays.

YEAR 3 MATHEMATICS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
Number and Algebra				
Number and place value				
Students recognise the connection between addition and subtraction.				
Students solve problems using efficient strategies for multiplication.				
Students count to and from 10 000.				
Students classify numbers as either odd or even.				
Students recall addition and multiplication facts for single-digit numbers.				
Fractions and Decimals				
Students model and represent unit fractions.				
Money and financial mathematics				
Students represent money values in various ways.				
Students correctly count out change from financial transactions.				
Patterns and algebra				
Students continue number patterns involving addition and subtraction.				
Measurement and Geometry				
Using units of measurement				
Students use metric units for length, mass and capacity.				
Students tell time to the nearest minute.				
Shape				
Students make models of three-dimensional objects.				
Location and Transformation				
Students identify symmetry in the environment.				
Students match positions on maps with given information.				
Geometric Reasoning				
Students recognise angles in real situations.				
Statistics and Probability				
Chance				
Students conduct chance experiments and list possible outcomes.				
Data representation and interpretation				
Students interpret and compare data displays.				
Students conduct simple data investigations for categorical variables.				

YEAR 3 - SCIENCE

Term 1	Term 2	Term 3	Term 4
Spinning Earth In this unit students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. *(C2C Unit 2)*	**Hot stuff** In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. *(C2C Unit 3)*	**Is it living?** In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. *(C2C Unit 1)*	**What's the matter?** In this unit students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. *(C2C Unit 4)*
Summative Assessment			
Investigating the sun, Earth and us Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.	**Understanding heat** Students conduct an investigation into the behaviour of heat to explain everyday observations. Students describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.	**Investigating living things** Students group living things based on observable features and distinguish them from non-living things.	**Investigating solids and liquids** Students conduct an investigation about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.

YEAR 3 SCIENCE ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
Science Understanding				
Students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations.				
Students group living things based on observable features and distinguish them from non-living things.				
Science as a Human Endeavour				
Students describe how they can use science investigations to respond to questions.				
Science Inquiry Skills				
Students use their experiences to identify questions and make predictions about scientific investigations.				
Students follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data.				
Students describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.				

YEAR 3 - HASS

Semester 1	Semester 2
Unit 1: **Our unique communities -** *How and why are Anzac Day commemorations significant for different groups?*	Unit 2: **Exploring places near and far** - *How and why are places similar and different?*

Summative Assessment

Semester 1	Semester 2
Assessment task Student Inquiry- How and why are Anzac Day commemorations significant for different groups? **Part A:** Posing questions Students will pose questions about the significance of Anzac Day. **Part B:** Locating information Students will: • locate and collect information from sources to answer questions • identify individuals, events and aspects of the past that have significance in the present • identify the importance of different celebrations and commemorations for different groups. **Part C:** Sequencing and point of view Students will: • sequence information about events and the lives of individuals in chronological order • examine information to identify a point of view • identify & describe aspects of the community that have changed and remained the same • explain how and why people participate in and contribute to their communities • communicate conclusions in written forms using simple discipline-specific terms. **Part D:** Creating a text Students will communicate ideas and conclusions in written forms using discipline-specific terms.	***Assessment task*** Students represent data about places and compare places; explain the importance of making decisions democratically and the role of rules in the community; devise an action in response to an issue. **Part A:** Representing places Students will: • record and represent data in different formats, including labelled maps using basic cartographic conventions • locate and collect information from observations **Part B:** Identifying similarities and differences between place Students will use information to compare two places **Part C:** Making decisions Students will describe the importance of rules and making decisions democratically

YEAR 3 HASS ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 2
Knowledge and Understanding		
Students identify individuals, events and aspects of the past that have significance in the present.		
Students identify and describe aspects of their community that have changed and remained the same over time.		
Students describe the diverse characteristics of different places at the local scale & identify and describe similarities & differences between the characteristics of these places.		
Students identify connections between people and the characteristics of places.		
Students explain the role of rules in their community and the importance of making decisions democratically.		
Students identify the importance of different celebrations and commemorations for different groups.		
Students explain how and why people participate in and contribute to their communities.		
Inquiry and skills		
Students pose questions and locate and collect information from sources, including observations, to answer these questions.		
Students examine information to identify a point of view and interpret data to identify and describe simple distributions.		
Students draw simple conclusions and share their views on an issue.		
Students sequence information about events and the lives of individuals in chronological order.		
Students record and represent data in different formats, including labelled maps using basic cartographic conventions.		
Students reflect on their learning to suggest individual action in response to an issue or challenge.		
Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms		

YEAR 3 - TECHNOLOGIES

DIGITAL TECHNOLOGY - Semester 1	DESIGN TECHNOLOGY - Semester 2
What digital Systems do you use? Students explain what they know about digital systems and create a simple guessing game using a visual programming language. *(C2C Unit 1)*	**Repurpose It!** **Materials and technologies specialisations** In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing to create another useful item. Students explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. *(C2C Unit 1)*
Summative Assessment	
Portfolio Students explain what they know about digital systems and create a simple guessing game using a visual programming language. **Part A:** Digital systems **Part B:** Guessing game project • Content of the guessing game (not assessed) • Defining the problem • Designing the guessing game • Algorithm of the guessing game (teacher checkpoint) • Implementing the guessing game • Evaluating the guessing game	**Portfolio** Students repurpose an item of clothing to create another useful item. **Part A:** Investigating and generating designed solutions **Part B:** Managing and producing designed solutions **Part C:** Evaluating the design process

YEAR 3 & YEAR 4 TECHNOLOGIES ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 1
DIGITAL TECHNOLOGIES		
Knowledge and Understanding		
Students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.		
Students explain how the same data sets can be represented in different ways.		
Processes and Production Skills		
Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input.		
Students explain how the solutions meet their purposes.		
Students collect and manipulate different data when creating information and digital solutions.		
Students safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.		
DESIGN TECHNOLOGIES		
Knowledge and Understanding		
Students explain how products, services and environments are designed to best meet needs of communities and their environments.		
Students describe contributions of people in design and technologies occupations.		
Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.		
Processes and Production Skills		
Students create designed solutions for each of the prescribed technologies contexts.		
Students explain design needs or opportunities.		
Students evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations.		
Students develop and expand design ideas and communicate these using models and drawings including annotations and symbols.		
Students plan and sequence major steps in design and production.		
Students identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.		

YEAR 3 - THE ARTS

Term 1	Term 2	Term 3	Term 4
VISUAL ARTS	**DRAMA**	**DANCE**	**MEDIA ARTS**
Visual Arts Specialist	**Readers Theatre - THE LORAX**	**Creative Dance** (Creative Dance Industries) In this unit students respond to, perform and choreograph dance.	**Stop Animation** In this unit, students explore animation, sound and characters through stories.
Summative Assessment			
Students explore real and imagined places as inspiration for constructing mixed-media artworks. • Compare how artists communicate a connection to environment through visual conventions. • Plan, make and create — work individually and collaboratively to explore visual conventions, techniques and processes to communicate ideas to create a mixed-media artwork inspired by artworks experienced.	Students devise, respond to and perform drama about an issue. • Devise a drama about the issue of an endangered place/habitat. • Describe and discuss drama made, performed and viewed. • Perform a scripted drama about the endangered place/habitat.	**1. Part A: Responding** • Students describe and discuss similarities and differences between dances for celebration they make, perform and view. • Students discuss how they and others organise the elements of dance in dances for celebrations **2. Part B: Making/Performing** • Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent celebrations • Students collaborate to make dances of celebration and perform with control, accuracy, projection and focus.	**Part A: Making** Plan and design (Pre-production) — work collaboratively to plan and design an animation to deliver a short story. Production — work collaboratively to make and share a stop-motion animation of a story through the use of characterisation, setting and sound. **Part B: Responding** Written response comparing character, setting and sounds used in animations made by others.

YEAR 3 & YEAR 4 THE ARTS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
DANCE				
Students describe and discuss similarities and differences between dances they make, perform and view.				
Students discuss how they and others organise the elements of dance in dances depending on the purpose.				
Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood.				
Students collaborate to make dances and perform with control, accuracy, projection and focus.				
DRAMA				
Students describe and discuss similarities and differences between drama they make, perform and view.				
Students discuss how they and others organise the elements of drama in their drama.				
Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.				
Students collaborate to plan, make and perform drama that communicates ideas.				
MEDIA ARTS				
Students describe and discuss similarities and differences between media artworks they make and view.				
Students discuss how and why they and others use images, sound and text to make and present media artworks.				
Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.				
VISUAL ARTS				
Students describe and discuss similarities and differences between artworks they make, present and view.				
Students discuss how they and others use visual conventions in artworks.				
Students collaborate to plan and make artworks that are inspired by artworks they experience.				
Students use visual conventions, techniques and processes to communicate their ideas.				

MUSIC					
		SEMESTER 1		SEMESTER 2	
KNOWLEDGE, UNDERSTANDING & SKILLS	*Rhythm*	• tica tica (semiquavers) & great big whole note (semibreve) • Tempo changes • Allegro/Andante		• Simple metres/time signatures (simple duple/triple/quadruple) • Bars/barlines	
	Pitch	• Pentatonic patterns		• fa & ti	
	Dynamics & Expression			• Staccato/Legato	
	Form & Structure	• Question & answer (call & response)			
	Timbre & Texture	• String family (violin, viola, cello, double bass, harp, guitar)		• Duet	
	SKILLS	**MAKING** • Identify familiar instrument timbres in isolation • Create, write, perform and identify 4 beat rhythmic patterns (aural skills) • Perform as part of an ensemble (voice/percussion) • Show do/re/mi/so/la contour on body • Improvise "answers" to rhythmic "questions"	**RESPONDING** • Reflect/evaluate own performance • Identify positive/ successful elements in peer performances	**MAKING** • Identify familiar instrument timbres in combination • Create, write, perform and identify 4 beat rhythmic patterns (aural skills) • Show do/re/mi/fa/so/la/ti contour on body • Perform • Improvise "answers" to melodic "questions" (4 beat pentatonic)	**RESPONDING** • Reflect/evaluate own performance • Identify positive/ successful elements in peer performances
Summative Assessment					
Perform		3 part perc/voice ensemble ("Dinah")		Sing + xylo/glock accompaniment	
Respond		Self-evaluation Sheet (3) Unknown pieces (compare) *-identify instruments; mood; tempo; volume; texture*		Self-evaluation Sheet (3a) Respond to piece of music – compare mood/ instrument timbre/tempo/ volume/texture	
Create		C Pentatonic melody (8 beats) using boom whacker note cards/rhythms		C Pentatonic melody (8 beats) using boom whacker note cards/rhythms – take photos with name card on iPad	
Aural Skills		Instrument timbre (String focus) Rhythm patterns (4 beat)		Instrument timbre (combo) Rhythm patterns (4 beat)	

YEAR 3 & YEAR 4 THE ARTS ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 2
MUSIC		
Students describe and discuss similarities and differences between music they listen to, compose and perform.		
Students discuss how they and others use the elements of music in performance and composition.		
Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.		
Students demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.		

YEAR 3 - HEALTH AND PHYSICAL EDUCATION

HEALTH

SEMESTER 1	SEMESTER 2
Healthy Futures Students investigate sustainable practices at their school. They make suggestions about extending the practice outside the school setting. (C2C Unit 3) (Links in with Unit 4 English- (LORAX) and Drama)	**I am Healthy and Active** Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives. (C2C unit 4) – Links with swimming
Summative Assessment	
Collection of Work The assessment will gather evidence of the student's ability to: • interpret health messages and discuss the influences on healthy and safe choices • describe the connections they have to their community • identify local resources available to support their health, safety and physical activity.	**Collection of Work** Students examine strategies to achieve healthy and active strategies and read case studies to assist the characters in the case studies to apply these strategies to their activity routine. The assessment will gather evidence of the student's ability to: • understand the benefits of being healthy and physically active • use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.

PHYSICAL EDUCATION

Term 1	Term 2	Term 3	Term 4
Hand/Eye Co Operative Games **Futsal Soccer** **Orienteering**	**Athletics**	**AFL** **Cricket**	**Basketball** **Hand/Eye Co Operative Games**
Summative Assessment			
Hand/Eye Co Operative Games Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co- operative team based games. **Orienteering** Demonstrates and experiments with movement concepts in orienteering: → Fitness → Map reading → Using a compass → Using a stop watch **Team work** Encouragement and group co-operation. Demonstrates and experiments with Body movement concepts in correctly using the scoring card, and using the hole punches at each station Applies knowledge of complex game sense concepts and understanding of rules and their implementations during games and Modified	**Athletics** Demonstrates and experiments with movement concepts in High Jump, Long Jump, Shot Put, discus, Relays and Running (e.g.) Simple Jumping and Landing Technique → Measuring run ups → Correct Throwing Techniques, Holding the Shot put → Throwing Technique in Discus, Measuring, Rules, Holding the Discus correctly, Body Positions → Running • Starts and finishes • Running in Lanes • Correct Arm and leg movements → 100m, 200m, 800m techniques	**AFL** Demonstrates and experiments with movement concepts in Passing (Hand Ball), Kicking to Partners, Catching, Kicking at Goals (Shooting) Stepping off both feet, Defending, Game Sense, and Understanding and implementing rules during AFL. **Cricket** Demonstrates correctly a wide range of movement Skills into specialized sequences in Batting, Bowling Techniques, understanding of rules of cricket, Games Sense, Fielding techniques and Games in Cricket. (Throwing over arm, Throwing Under Arm, Aiming at Targets, Catching the ball in the Air, and on the Bounce, Field a ball on the ground (e.g.) Partner fielding games and exercises	**Basketball** • Demonstrates correctly a wide range of movement Skills into specialized sequences in : • Dribbling techniques in basketball. (correct stance and hand movement) • Passing techniques for accuracy in Basketball. Eg: (bounce passes, chest passes, and overhead passes, as well as throwing and • catching techniques. • shooting in Basketball. (correct hand formation on the ball, jumping and accuracy) • minor modified team games relating to a variety of basketball skills. Eg: knockout dribbling games, jumping and jump stop games, and shooting games.

activities. **Futsal Soccer** Demonstrates correctly a wide range of movement skills into specialized sequences in: → Dribbling in Soccer (Instep Kick / Trap) → Passing for accuracy in Soccer. → Shooting in Soccer. → Minor modified team games relating to a variety of soccer skills. (e.g.) kicking, and passing and dribbling sequences Applies knowledge of complex game sense concepts and understanding of rules.			

YEAR 3 and YEAR 4 HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
PERSONAL, SOCIAL and COMMUNITY HEALTH				
Being healthy, safe and active				
Students recognise strategies for managing change.				
Students identify influences that strengthen identities.				
Communicating and interacting for health and wellbeing				
Students interpret health messages and discuss the influences on healthy and safe choices.				
Students understand the benefits of being healthy and physically active.				
Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.				
Contributing to healthy and active communities				
Students describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.				
MOVEMENT and PHYSICAL ACTIVITY				
Moving our body				
Students create and perform movement sequences using fundamental movement skills and the elements of movement.				
Understanding movement				
Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active				
Learning through Movement				
Students refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.				
Students apply strategies for working cooperatively and apply rules fairly.				