2022 CURRICULUM AND ASSESSMENT PLAN

Year 3

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	**Analysing role models** Students create a text to persuade the audience about their chosen role model being a responsible community member and orally present their opinion and respond appropriately to other's point of view.	**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. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.	**Exploring characters and settings in text** Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.	**Reading, writing and performing poetry** 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.
		10 Weeks	**10 Weeks**	**10 Weeks**	**10 Weeks**
	TEXTS	Pre – assessment - I wanna iGuana Role Model Books	Charlotte's Web		
	ASSESSMENT	**Summative Assessment 1:** Students create a persuasive text that explores the aspects of a person who is a role model to them. Students will persuade the audience about their chosen role model being a responsible community member and orally present their opinion, and respond appropriately to others' points of view.	**Summative Assessment 1:** Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters. **Summative Assessment 2:** Students comprehend literal and implied meaning in a text and identify and explain the author's use of language.	**Summative Assessment 1:** 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.	**Summative Assessment 1:** Students write and present an adaptation of a poem. **Summative Assessment 2:** Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.

MATHEMATICS

CURRICULUM KNOWLEDGE

SEMESTER ONE		SEMESTER TWO	
Students develop understanding of: **Number and place value** • count to 1 000 • investigate the 2s, 3s, 5s and 10s number sequences • identify odd and even numbers • represent three-digit numbers compare and order three-digit numbers • partition numbers (standard and non-standard place value partitioning) • recall addition facts and related subtraction facts • represent and solve addition problems • add two-digit and single-digit numbers; subtract two-digit numbers. **Using units of measurement** • identify one metre as a standard metric unit • represent a metre • measure with metres • measure, order and compare objects using familiar metric units of length, mass and capacity. **Patterns and algebra** • infer pattern rules from familiar number patterns • identify and continue additive number patterns • identify missing elements in number patterns.	Students develop understanding of: **Number and place value** • compare and order three-digit numbers • partition three-digit numbers into place value parts • investigate 1 000 • count to and beyond 1 000 • use place value to add and subtract numbers • recall addition number facts • add and subtract three-digit numbers • add and subtract numbers eight and nine • solve addition and subtraction word problems • double and halve multiples of ten.	Students develop understanding of: **Number and place value** • recall addition and related subtraction number facts • use number facts to add and subtract larger numbers • 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** • describe fractions as equal portions or shares • represent halves • quarters and eighths of shapes and collections • represent thirds of shapes and collections. • 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. • identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections) • record fractions symbolically, recognise key equivalent fractions • solve simple problems involving fractions. **Measurement and Geometry** • identify and describe the features of familiar three-dimensional objects • make models of three-dimensional objects. • make models of three-dimensional objects • identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. • identify angles as measures of turn, compare angle sizes in everyday situations • tell time to five-minute intervals. • represent time to the minute on digital and analogue clocks • telling time to five minutes and minute • transfer knowledge of time to real-life contexts. • describe and identify examples of symmetry in the environment • fold shapes and images to show symmetry • classify shapes as symmetrical and nonsymmetric. • represent symmetry, interpret simple maps and plans	Students develop understanding of: **Number and place value** • Recognise, model, represent and order numbers to at least 10 000 • placing four-digit numbers on a number line using an appropriate scale • reproducing numbers in words using their numerical representations and vice versa • apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems • recognising that 10 000 equals 10 thousands, 100 hundreds, 1000 tens and 10 000 ones • justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations • count collections of coins and notes • make and match equivalent combinations • calculate change from simple transactions • solve a range of simple problems involving money • 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. • count the change required for simple transactions to the nearest five cents. **Statistics and probability** • describe the outcomes of chance experiments • identify variations in the results of chance experiments. • conduct chance experiments • make predictions based on data displays. • collect simple data • record data in lists and tables • display data in a column graph • interpret and describe outcomes of data investigations. • identify questions of interest based on one categorical variable • gather data relevant to a question • organise and represent data • interpret data displays Measurement and Geometry • represent positions on a simple grid map • show full, half and quarter turns on a grid map • describe positions in relation to key features • represent movement and pathways on a simple grid map.

	ASSESSMENT	**Assessment 1:** To recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers. **Assessment 2:** To investigate the conditions required for a number to be odd or even and describe, continue and create number patterns. **Assessment 3:** To use metric units to measure and compare length, mass and capacity.	**Assessment 1:** To recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.	**Assessment 1:** To tell time to the nearest minute and solve problems involving time. **Assessment 2:** To make a model of a three-dimensional object and describe key features. **Assessment 3:** To recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions. **Assessment 4:** To recognise angles in real situations.	**Assessment 1:** To match positions on maps with given information. **Assessment 2:** To collect and interpret data from simple chance experiments. **Assessment 3:** To represent money values in various ways and correctly count change from financial transactions. **Assessment 4**: Investigating numbers to 10 000

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES

TECHNOLOGIES	CURRICULUM KNOWLEDGE	**What digital systems do you use?**
		Students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will:
		• identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
		• define simple problems and identify needs
		• develop technical skills in using a visual programming language to create a digital solution
		• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
		• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
		• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs
		• develop skills in computational and systems thinking when solving simple problems and creating solutions.
			Repurpose it!
			In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item.
			They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.
			Students will apply the following processes and production skills:
			• Investigating by:
			  ○ communicating with clients and critiquing needs or opportunities for designs
			  ○ testing materials including fabrics and exploring techniques for shaping and joining them
			  ○ identifying examples of recycling, up-cycling and reusing.
			• Generating design ideas for a useful item and communicating them with annotated design drawings.
			• Producing a useful item by selecting relevant tools and resources, and using them safely.
			• Evaluating design ideas, processes and solutions.
			• Collaborating as well as working individually throughout the process.
			• Managing by sequencing production steps

	ASSESSMENT	Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.	Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	**Biological Science – 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. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students will understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	**Earth and Space Science** 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. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. Students will represent their data in tables and simple column graphs to identify patterns and explain their results. They will identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students will explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They will create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	**Chemical Science – 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. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements. They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.	**Physical Science - 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. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They will evaluate how adding or removing heat energy affects materials used in everyday life. They will conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students will describe how science investigations can be used to answer questions. They will recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.
	ASSESSMENT	To group living things based on observable features and distinguish them from non-living things.	To 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.	To conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.	To conduct an investigation about liquids and solids changing state when heat is added or taken away. To make a prediction, record observations and suggest reasons for findings. To describe how safety and fairness were considered.

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOLWDGE	In this unit students will explore the following 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 • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • explain the role of rules in their community and share their views on an issue related to rule-making • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	Our unique communities In this unit students: •identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.
	ASSESSMENT	**Summative Assessment 1:** To explain the importance of making decisions democratically and the role of rules in the community. **Summative Assessment 2:** To 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.	**Summative Assessment 1:** To conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?

		SEMESTER ONE		SEMESTER TWO	
		Media Arts	Drama	Visual Art	Dance
THE ARTS	CURRICULUM KNOLWDGE	Students will use the application iMovie to create a filmed persuasive trailer for a movie they have planned.	Students will perform a scripted and devised monologue based on a traditional fairy tale. They will engage with the elements of drama through practice and reflect upon these within their own and others' performances.	Students will explore and be inspired by Aboriginal art techniques in an artwork they create.	Students will learn about the elements and purposes of dance with a focus on storytelling and choreography. They will learn and co-create a routine demonstrating how artists use the elements of dance to portray emotions and tell stories. Students will also respond to their own and others artworks.
	ASSESSMENT	iMovie trailer persuading an audience to see their movie Conditions: 3 weeks of making and editing, Evidence: Movie trailer	Students perform a scripted and devised drama Evidence: Video of student's performance. Responding : Written assessment about elements of drama and responding to others	Completed artwork	Performance of own and teacher's choreography with explanation of their choices of movements, movement skills Conditions: In class, feedback through written response Evidence: Performance, feedback sheet, checklist

HEALTH

	SEMESTER ONE		SEMESTER TWO	
CURRICULUM KNOLWDGE	**Good Friends** Students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.	**Feeling Safe** Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.	**Healthy Futures** Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.	**I am Healthy and Active** Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.
ASSESSMENT	Students recognise strategies for managing change and identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others.	Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.	Students investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting.	Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students understand the benefits of being healthy and physically active.

PHYSICAL EDUCATION

	SEMESTER ONE		SEMESTER TWO	
CURRICULUM KNOLWDGE	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • demonstrate acceleration and deceleration of movement in physical activities • test alternative responses to movement challenges and predicting the success or effectiveness of each • pose questions to others as a strategy for solving movement challenges • perform routines incorporating different jumping techniques and connecting movements • explore center of gravity and stability as they perform balance activities • perform fundamental movement skills to demonstrate weight transference in different physical activities	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences • use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy • draw on prior knowledge to solve movement challenges • explore and practicing different techniques to propel objects towards a target • perform tumbling routines using rolling actions, incline, weight transfer, flight and balances • explore center of gravity and stability as they perform balance activities • use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • participate in children's games from other cultures • use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy • work cooperatively with team members to maintain possession in a game by passing to other players and listening to teammate • explore and practicing different techniques to propel objects towards a target • plan and perform strategies to be successful in tag and dodge games • demonstrate movement concepts and strategies to create scoring opportunities • perform activities where locomotor and object control skills are combined to complete a movement, task or challenge • participate in physical activities which require problem-solving to achieve a goal	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • modify physical activities to ensure that everyone is included, such as changing equipment, rules or playing space • transfer and applying skills to solve movement challenges • coordinate kicking with arm movements to move the body through the water • use a surface dive and propelling the body underwater to recover an object • demonstrate movement concepts and strategies to create scoring opportunities • use different equipment to create an original game or movement challenge • participate in physical activities which require problem-solving to achieve a goal
ASSESSMENT	Students practise and refine fundamental movement skills to perform skills in a Gym Fun Rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences.	In this unit, students develop the fundamental movement skills of running, jumping and throwing. Students: explore and develop running, jumping and throwing, rolling techniques in a variety of situations and refine running, jumping and throwing techniques in athletics-based games and to solve challenges	In this unit, students perform the refined fundamental movement skills of throwing, bouncing and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.	Students complete a Water Safety rotation developed from their Water Safe Schools Curriculum Competencies according to their Year level. Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming. Students: • combine arm, leg and breathing movements with the elements of movement to develop swimming strokes • refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence