



# CURRICULUM OVERVIEW – TERM 3

Year 3E

## ENGLISH

**How do procedural texts help me follow directions?**

In weeks 1-4, students will use language features (including verbs) in a deliberate manner to write instructions. They will use this sequence of ideas to create a range of procedural texts for a familiar audience. They will use this structure to write instructions on how they created their invention in Science.

**How can I present Poetry?**

Students use language devices to enhance and plan, shape and draft a personal poem. Students discuss the effects of rhythm, alliteration, syllabication, synonyms and antonyms in poetry and prose. Students deliver their poem in a short presentation to peers.

## MATHEMATICS

**What types of measurement do we use?**

Students correctly count out change from financial transactions. They represent money values in various ways and count the change required for simple transactions to the nearest five cents.

Students recognise the relationship between dollars and cents, and that not all countries use the same currency. Students model and represent unit fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$  and their multiples to a complete whole. They partition areas, lengths and collections to create halves, thirds, quarters and fifths.

They locate unit fractions on a number line. Students use metric units for length, mass and capacity.

## HEALTH AND PHYSICAL EDUCATION

## HUMANITIES & SOCIAL SCIENCES

**What is the nature of the contribution made by different groups and individuals in the community?**

They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

## SCIENCE

**Designing and creating an invention for the home.**

In weeks 1-4, students design and create an invention that solves a problem within the home. These inventions will be displayed in Week 4 on Mad Scientist Day Thursday 9 August

**How is heat produced and how is it transferred from one object to the next?**

Students will investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another. They will identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Students will identify that heat transfers from warmer areas to cooler areas. They will consider everyday questions about heat and conduct a range of investigations to solve them. Students use appropriate equipment to record formal measurements. They will represent their data in tables and simple column graphs to identify trends and explain their results and reflect on the fairness of their investigations.

## THE ARTS

**Physical Education** Students will practise and apply movement concepts and strategies with and without equipment. They will Combine elements of effort, space, time, objects and people when performing movement sequences.

**Music** Students continue to build their rhythm skills with rhythmic echo and dictation. They develop their creative skills and compose their own song to perform, incorporating music dynamics and tempo. Students explore contrasting instruments of the orchestra and sing songs in unison and in parts.

**Drama** Students extend their understanding of role and situation through improvisation. They vary voice and movement to create role. We will continue to use the analogy of the "DRAMA TOOL BOX" to illustrate the elements of drama. We will build on our knowledge of focus, tension, space and time with activities based around the Year three chosen text of "Rosie Revere Engineer," which explores the themes of teamwork and resilience. We will **practise procedural style** language supporting work that is being done in classroom literacy.

**Japanese** Students will be exploring 'The Farm'. They will be simply describing animals using colours. Students will also extend their knowledge of the Hiragana alphabet to be able to read short simple sentences.

## TECHNOLOGY

**How does technologies affect us?** Students will investigate the suitability of materials, systems, components, tools and equipment for a range of purposes including science invention. They will recognise different types of data and explore how the same data can be represented in different ways. Students critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solution.

**E-book Design** Students will also create an e-book on poems they have created this term. They will complete this during a STEAM day on Media Art and Technology.

## RELIGION

**How can Jesus influence my community?** Students will investigate significant people of a parish. They will explore the Sacraments of Initiation (Baptism, Confirmation and Eucharist) and explain how these Sacraments welcome and strengthen the members of the Church community. Students will describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity.

## HOMEWORK

In **Years 1, 2 and 3**, homework should not be more than *4 sessions of approx. 25 mins* throughout the week. Students also need to be reading approx. 10 mins per night on top of their homework. This time does not include parents reading to children for pleasure.

**Homework will include a maths sheets, spelling words and sentences. Students can also log onto Study Ladder and Nesy to complete tasks.**

**Homework will be sent home on Fridays and returned the following Friday to be marked.**

## SIGNIFICANT DATES & EVENTS

ASSEMBLY - MONDAY 8.45 am

DANCE FEVER - MONDAY

MUSIC - TUESDAY

LIBRARY BORROWING - TUESDAY

DRAMA - THURSDAY

JAPANESE - FRIDAY

PE - FRIDAY

SPORTS UNIFORM DAYS ARE : TUESDAY AND FRIDAY

**Week 2** - 26<sup>th</sup> July (Thursday) - NAIDOC Liturgy 9am

- 25<sup>th</sup> July (Wednesday) - Walking Wheelie Wednesday Theme Day - Bling My Scooter

**Week 3** - 31<sup>st</sup> July (Tuesday) Incursion on recycling and inventions (make your own milk bottle car)

- 1<sup>st</sup> Aug (Wednesday) - Catholic Education Week Mass

**Week 4** - 9<sup>th</sup> Aug (Thursday) - Mad Scientist Day

**Week 5** - 15<sup>th</sup> Aug (Wednesday) - EKKA Holiday

**Week 6** - 20<sup>th</sup> Aug (Monday) - 3E Assembly

**Week 7** - 30<sup>th</sup> Aug (Thursday) - Book Week

- 2<sup>nd</sup> Sept (Sunday) - Father's Day

**Week 8** - 4<sup>th</sup> Sept (Tuesday) - Camp Quality

- 6<sup>th</sup> Sept (Thursday) - Animania

- 9<sup>th</sup> Sept (Sunday) - Dance Fever Challenge

**Week 9** - 13<sup>th</sup> Sept (Thursday) - Talent Show Finals

- 15<sup>th</sup> Sept (Saturday) - Zillmere Festival

**Week 10** - 21<sup>st</sup> Sept (Friday) - Fun Run

## ADDITIONAL INFORMATION

- Students should not be at school before 8.20am.
- Students who arrive late to class cause a disruption to the learning environment. Students are required to collect a late pass from the office if the bell has gone.
- Students must have a school hat for lunch times, HPE and Play is the Way.
- We ask that students do not bring things to school that they treasure or are valuable. Things go missing, get broken or are lost. The school assumes no responsibility for such.
- If you wish to make an appointment regarding your child`s learning I can be contacted via the office or by email.

My email address is [jpara@bne.catholic.edu.au](mailto:jpara@bne.catholic.edu.au)

Regards,

**Jessica Para**