



Year 3	Term 1	Term 2	Term 3	Term 4
<b>English</b> 7hrs/wk	<b>U1: Analysing and creating persuasive texts</b> (6 Weeks) Students examine ways persuasive language features are used to influence an audience. They use this language to create their own persuasive text. <b>Narrative revision</b> (2 weeks) <b>NAPLAN – Weeks 8-10</b>	<b>U2: Investigating characters (7 wks)</b>  Students write an imaginative narrative that develops character.  <b>U4: Examining stories from different perspectives (3 wks) (<i>The Lorax</i>)</b> Students create a retell from a different perspective.	<b>U5: Examining imaginative texts</b> <i>(Kumiko's Dragon)</i> Students listen to, read, view and interpret imaginative texts from different cultures. They create a multimodal imaginative text.	<b>U6: Reading, writing and performing poetry</b>  Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills.
<b>Maths</b> 5hrs/wk	<b>Unit 1:</b> <ul style="list-style-type: none"> <li>Time – telling time to 5 minute intervals</li> <li>Representing, adding and subtracting numbers</li> <li>Conducting a simple chance experiment</li> <li>Investigating and measuring length</li> <li>Place value – two and three digit numbers</li> <li>Representing multiplication</li> </ul>	<b>Unit 2:</b> <ul style="list-style-type: none"> <li>Adding, subtracting and partitioning numbers</li> <li>Investigating positions on maps</li> <li>Identifying and describing features of 3D objects</li> <li>Representing unit fractions</li> <li>Multiplication facts</li> <li>Identifying and comparing angles</li> <li>Counting money and calculating change</li> </ul>	<b>Unit 3:</b> <ul style="list-style-type: none"> <li>Sequencing, representing, comparing and adding four digit numbers</li> <li>Money- representing money values in various ways and correctly count change</li> <li>Fractions of collections – symbols &amp; representation</li> <li>Measuring length, mass and capacity using metric units</li> <li>Numbers to 10 000</li> <li>Fractions of shapes and collections</li> <li>Investigating the relationship between units of time and probability</li> <li>Addition/Subtraction of two and three digit numbers</li> <li>Representing multiplication</li> <li>Telling time to the nearest minute</li> </ul>	<b>Unit 4:</b> <ul style="list-style-type: none"> <li>Identifying unit fractions and multiples</li> <li>Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles</li> <li>Investigating change</li> <li>Multiplication and division word problems</li> <li>Making 3D shapes</li> <li>Chance and data</li> <li>Identifying angles</li> </ul>
<b>Science</b> 1 ¼ hr/wk	<b>Unit 1: Is it living?</b> Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things	<b>Unit 2: Spinning Earth</b> Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day & night, sunrise & sunset & shadows.	<b>Unit 3: Hot stuff</b> Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another	<b>Unit 4: What's the matter?</b> Students understand how a change of state between solid and liquid can be caused by adding or removing heat
<b>Health</b> 40 mins/wk	<b>Unit 1: Good Friends</b>	<b>Unit 2: Feeling Safe</b>	<b>Unit 3: Healthy Futures</b>	<b>Unit 4: I am Healthy and Active</b>
<b>HASS</b> 1 ½ hr/wk	<b>Unit 1: Our unique communities</b> Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.		<b>Unit 2: Exploring places near and far</b> To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.	
<b>Technologies</b> 20hrs/sem	<b>Digital Technologies Unit 1: What digital systems do you use?</b> Students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive maths game) using a visual programming. [link with Maths U1]		<b>Design and Technologies: U2 What's for lunch?</b> Students investigate food & fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.	
<b>The Arts</b> 10 hrs/term	<b>Drama U3:</b> adapted task to partner with Charlotte's Web [link with English – Friendship]		<b>Dance</b> - footsteps Students create, rehearse & perform a dance in front of a familiar audience.	<b>Media Arts</b> Create a multimodal animated movie based on the story students wrote in English. [link with English U5]