Aspley State School	Year 3	Term 3 Overview

AUSTRALIAN CURRICULUM 2018

ENGLISH

During this term student will:
- read a variety of text including traditional stories and imaginative narratives.
- plan and write a retell from a perspective of another character.
- create an alternative ending to a narrative.

They will learn:
- to use comprehension strategies to infer meaning and evaluate the narratives.
- structure and language features of a retell including:
  o verb processes (thinking/feeling, saying, action, relating/modal).
  o first person (I, we, my, me, our)
  o who, What, When, Where, Why and how: details about the events and ideas.
  o past tense
  o extended/technical vocabulary and evaluative words

adverbs/noun groups

Assessment
- Written retell from an alternative character's perspective based on the text 'The Lorax'.
- Reading Comprehension Task
- Students will create an imaginative text about overcoming a fear

SCIENCE

Students will explore the sizes, shapes, positions and movements of the sun, Earth and moon. They will investigate how shadows change throughout the day and link these changes to the sun's apparent movement across the sky. Night and day will be explored and explained in terms of the Earth spinning on its axis.

Assessment
• Book / journal work • Labelled scientific diagrams (annotated diagram explaining the occurrence of day and night)• Formal written assessment task

MATHEMATICS

During this term student will:
- apply place value to 10000
- recall and use multiplication facts and related division facts
- solve problems involving multiplication
- connect multiples of fractions
- measure, order and compare length, mass and capacity
- create and interpret simple grid maps
- identify data sources
- collect, display and interpret data.

Assessment:
Pre and post diagnostic testing

HASS

Students will explore the following inquiry question: How and why are places similar and different?

They will be assessed on their ability 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 that can be taken in response to an issue.

Assessment:
Part A: record and represent data in different formats, including mapping, cartographic conventions and observations.
Part B: Identify differences and similarities between Australia and its neighbouring countries.
Part C: Making decisions democratically: roles of rules in their community. Share views on an issue

JAPANESE

The focus of term 3 language expressions are numbers 1- 10 including the kanji, phrases relating to countries, places and expressing where you live. The Hiragana focus will be さ sa, し shi, す su,せ se, そ so and た ta, ち chi, つ tsu, て te, と to. We will also continue to revise hiragana from a あ through to ko こ. These focus expressions and hiragana will be assessed with listening and reading tasks.

HEALTH AND PHYSICAL EDUCATION (HPE)

Movement and Physical Activity
This term students will be participating and learning all aspects of rounders or modified tee-ball. Students will need to demonstrate their skills in catching, throwing, fielding, batting and game play.

Assessment:
Students will be assessed on each component of modified tee-ball and rounders.
Observations and I-pad footage will be used to assess the students in catching, throwing, fielding, batting and game play.

Personal, Social and Community Health
Habits of the Mind – weekly focus
School Rules – weekly focus
Jump rope for Heart - Skipping
Students will participate in our Reduce, Renew, Reuse initiative by actively volunteering to collect compost to contribute to the schools gardening scheme.

TECHNOLOGY

Students will explore the characteristics and properties of materials and components used to produce designed solutions. They will develop the ability to generate ideas, plan, select materials, produce, and evaluate their product. Students will develop an understanding of the importance of sustainability when creating new designs and will be able to connect this to their reasoning for material choice. Students will explore risk-assessing skills and apply this to the production of their product.

Assessment:
- Book/journal work
- Project to continue into term 4.

THE ARTS

Music
This term students will be learning to understand and respond to a broad range of musical elements through singing, playing instruments, listening, composing and movement.
Students will continue to learn, sing, read, write and perform Kodaly rhythmic patterns containing ta, ti-ti, za, tika-tika, minim and Kodaly Solfege melodic patterns involving so, mi, la, do and re.
In addition, children will develop their knowledge of reading treble clef notation and playing Descant Recorder. Students will practise reading, writing and playing Treble Clef Notation B, A and G on the staff and compose and performing their own individual 8 beat composition.
Assessment:
Composing an individual 8 beat song using learnt rhythmic patterns and treble clef notation BAG. Students will also perform their individual compositions as an assessment item.

Visual Arts
Students will explore ideas and artworks from different cultures and times, including artwork by Aboriginal artists, to use for their own representations. They will use a variety of mediums and techniques and reflect on the processes followed to create their artworks.
Assessment:
Ongoing – work samples, reflections and observations of technique.

Drama/Dance
Students will explore the dance and influences of Aboriginal and Torres Strait Islander peoples. Students will participate in a virtual reality session and be introduced to Aboriginal dancing whilst attending an Aboriginal Cultural Centre. Students will also rehearse and complete a Presentation item on assembly