

**Year 3 Term 4 Curriculum Overview**

This is a term overview for the teaching and learning for each subject in Year 3 for Term 4.

Please make an appointment to speak to your child’s teacher if you have any questions.

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| KLA | Outcome Description | Unit Outline |
| **English** | **EN2-1A** communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.**EN2-2A** plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.**EN2-3A** uses effective handwriting and publishes texts using digital technologies.**EN2-4A** uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.**EN2-5A** uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.**EN2-6B** identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.**EN2-7B** identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.**EN2-8B** identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.**EN2-9B** uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.**EN2-10C** thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.**EN2-11D** responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.**EN2-12E** recognises and uses an increasing range of strategies to reflect on their own and others’ learning. | In English, students will develop their understanding of how stories can be communicated using both still and moving images and will be viewing a variety of movie trailers to confirm these findings. They will analyse a variety of texts, both written and visual and explore how the message is relayed to the audience by different techniques that the author/poet uses. The students will interpret the settings, events, characters and themes expressed in the taught texts. Students are exploring the concepts of *courage* and *friendship* through visual and printed literature. They will be given the opportunity to express their understanding in a variety of ways in relation to a variety of text types.Students will be learning how to write various types of Poetry. Students will be looking at the various grammatical features required in these text types such as tense, verbs, nouns, adjectives, alliteration, similes and rhyme.Students will be participating in reading groups where they are grouped together to read, discuss and comprehend leveled books with the teacher each day.Students will be learning Foundation Handwriting cursive.  |
| **Mathematics** | **Working Mathematically** **MA2-1WM** uses appropriate terminology to describe, and symbols to represent, mathematical ideas **MA2-2WM** selects and uses appropriate mental or written strategies, or technology, to solve problems **MA2-3WM** checks the accuracy of a statement and explains reasoning used.**Number and Algebra- Patterns and Algebra** **MA2-8NA** generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values**Measurement and Geometry- Three Dimensional Shapes MG2-14MG** - makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features**Number and Algebra- Addition and Subtraction** **MA2-5NA** uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers**Measurement and Geometry- Position**  **MA2-17MG** uses simple maps and grids to represent position and follow routes, including using compass directions | The Working Mathematically Strand is covered across all areas of Mathematics. Students ask questions and use efficient mental and written strategies with increasing fluency to solve problems. They use technology to investigate mathematical concepts and check their solutions. Students use appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain their reasoning.In Patterns and Algebra, Students record, describe and complete number patterns and determine missing numbers in number sentences. Students recognise the properties of odd and even numbers.Students will make models of three-dimensional objects and describe key features. They will investigate, make and identify the variety of nets that can be used to create a prism. Students will also describe similarities and differences between various three-dimensional shapes.In Addition and Subtraction, students will be learning to represent money values in multiple ways and count the change required for simple transactions to the nearest five cents.They will calculate equivalent amounts of money using different denominations. Students perform simple calculations with money, including finding change, and round to the nearest five cents and calculate mentally to give change.In Position, students use a grid-reference system to describe position, and compass points to give and follow directions. They make simple calculations using scales on maps and plans. |
| **Religion**Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings. | **Reconciliation –Living in a Forgiving Community**O1- describe how their choices affect their relationships with God and othersO2- explains how God is like the shepherd and the woman who lost her coinO3- make links between their experiences of reconciliation and the elements of thesacrament of ReconciliationO4- appreciate that they experience God’s forgiveness in the Church’s celebration of the sacrament of Reconciliation.UNIT OUTCOME**Making promises**O1-explore the concept of promise and promise makingO2- recall God’s earliest promises to his people in the Old TestamentO3-identify Jesus as the fulfilment of God’s promises spoken through the prophets.**The promise Comes True**O1- identify Jesus as the fulfilment of God’s covenant promises in salvation historyO2-compare and contrast the different responses of those involved in the fulfilment of God’spromise to send a saviourO3-explain how Christian faith is grounded in the belief that Jesus as Emmanuel, God is withus, is active in our world today through the Holy SpiritO4-propose how their celebration of Christmas can be a response to God’s covenant promises by sharing the peace and joy of Christ and showing goodwill to all. | ReconciliationLiving in a Forgiving Community- This unit explores the human experiences of forgiving and being forgiven. It introduces students to the sacrament of Penance where we celebrate our reconciliation with God and one another.**Making Promises**In this unit students will discover that during Old Testament times, the prophets reminded the chosen people of their covenant with God. The students’ will learn of the prophets’ promise of a special person whom God would send and discover that this person is Jesus.**The Promise comes True**In this unit students consider the celebration of Jesus’ birth at Christmas as a celebration of the fulfilment of God’s covenant promise to send a saviour. In exploring the meaning of Christmas, students identify ways in which they can, like Jesus, witness to the fulfilment of God’s promises. |
| **Science & Technology**  | **Physical world****ST2-7PW** describes everyday interactions between objects that result from contact and non-contact force.**Values and attitudes ST2-1VA** shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities**Working Scientifically ST2-4WS** investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken**Working Technologically****ST2-5WT** applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria.**Material world** **ST2-13MW** identifies the physical properties of natural and processed materials, and how these properties influence us | **Physical world: Forces, Friction and Gravity**Students use their understanding of the Natural Environment to describe observable changes on the Earth's surface that result from natural and human processes. They relate movements of the Earth to regular observable changes and describe interactions between objects that result from contact and non-contact forces.**Material world**: **Materials and Properties**Students identify how the observable properties of materials influence their use. Using their understanding of the Made Environment, students describe how products are designed, produced and used in different ways by people. They describe how people interact within a place and space, and explain how these are designed to meet the needs of users. |
| **Personal Development, Health & Physical Education** | **Personal Development, Health Interpersonal Relationships** **IRS2.11** Describes how relationships with a range of people enhance wellbeing**COS2.1** Uses a variety of ways to communicate with and within groups**INS2.3** Makes positive contributions in group activitiesDMS2.2 Makes decisions as an individual and as a group member**PHS2.12** Discusses the factors influencing personal health choices.**Values and Attitudes****V1** Refers to a sense of own worth and belonging. **V2** Respects the right of others to hold different values and attitudes from their own.**V3** enjoys a sense of belonging;**V4** increasingly accepts responsibility for personal and community health;**V5** willingly participates in regular physical activity**Physical Education: T-Ball Games and Sport****GSS2.8** Participates and uses equipment in a variety of games and modified sports**Moving****MOS2.4** Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations**Interacting INS2.3** Makes positive contributions in group activities.**Values** V5: willingly participates in regular physical activity V6: commits to realising their full potential | **Personal Development, Health Interpersonal Relationships** In Health, students will learn about:Interpersonal relationships. This unit will focus on the concepts of Families, Peers and Groups. In particular, the students will look at roles within families, how to make and keep friends as well as how to work with others in groups.Environmental Health: This unit will focus on pollution and the environment. Students will identify different types of pollution. They will discuss what recycling is and the benefits of recycling at school and at home.**Physical Education: T-Ball**This unit will focus on the development of the students’ skills in the game of T-Ball. T-Ball is a modified game originating from the game of Softball. T-Ball is a fast and exciting bat and ball sport that is played between two teams of 9 players who take turns of batting to try to score runs. The outdoor playing field has four bases arranged in the shape of a diamond and runs are scored when a player successfully circles all four bases. Each player is assigned a specific fielding position and the fielding team has to get three runners out for the innings to be completed.Students will develop the skills associated with T-Ball, including fielding, catching, striking, hitting and throwing. |
| **Creative Arts** | **Visual Arts:** **VAS2.1** represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.**VAS2.2** uses the forms to suggest the qualities of subject matter.**VAS2.4** Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.**Drama DRAS2.1-** takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations**DRAS2.2** builds the action of the drama by using the elements of drama, movement and voice skills**DRAS2.4**- Responds to and interprets drama experiences and performances**DAS2.1** Performs dances from a range of contexts demonstrating movement skills, expressive qualities and an understanding of the elements of dance**Dance:** **DAS2.2** Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods**DAS2.3** Gives personal opinions about the use of elements and meaning in their own and others’ dances. | **Visual Arts:** Mosaic –children will be given the opportunity to create and design their own Mosaic Art.**Drama: The Birth of Jesus**Children will be exploring the concept of drama through Mine and Video Drama. They will re-enact the story of the miraculous birth of Jesus Christ using Mime.**Dance**: Children will be exposed to the different elements of Dance such as: Action, Dynamics, Space, Relationship and Structure. They will be opportunities to engage in enjoyable activities that reinforce these elements of Dance. |