



## YEAR 3 TERM 4 CURRICULUM 2022

At Camira State School, we are committed to inspiring and empowering our school community to achieve their potential and shape our world. We implement the Australian Curriculum and deliver a strong academic curriculum, orientated towards mastery in literacy and numeracy. During Term 4 in Year 3, the following curriculum is explicitly taught:

ENGLISH	MATHEMATICS	HASS	SCIENCE	TECHNOLOGY	THE ARTS	HEALTH & PHYSICAL EDUCATION
<p><b>Reading, responding to and writing Australian poetry</b></p> <p>Students listen to, read, view and write poems featuring Australian settings. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be used to create new meaning. Students write and present a poem to an audience using appropriate speaking skills.</p> <p><u>Focused teaching:</u>  <b>Descriptive language and mood</b></p> <ul style="list-style-type: none"> <li>Exploring purpose and context of a poem</li> <li>Analysing language features</li> <li>Using language features</li> <li>Presenting language features</li> </ul> <p><b>Language devices (rhyme and rhythm)</b></p> <ul style="list-style-type: none"> <li>Comparing the purpose and context of texts</li> <li>Analysing language devices</li> <li>Presenting a poem using language devices</li> </ul> <p><b>Language devices (onomatopoeia and alliteration)</b></p> <ul style="list-style-type: none"> <li>Exploring the purpose, context and audience of a poem</li> <li>Analysing how language devices shape the reader's reaction</li> <li>Using language devices to shape the reader's reaction</li> </ul> <p><b>Adaptation of poems</b></p> <ul style="list-style-type: none"> <li>Reading and analysing a poem</li> <li>Analysing the language features and language devices of a poem</li> <li>Exploring the setting of a poem</li> </ul> <p><b>Assessment Tasks:</b>  <b>Writing and presenting poetry:</b>            Students write and present a poem.</p>	<p><b>Unit 4</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li><b>Number and place value</b> — recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems</li> <li><b>Fractions and decimals</b> — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions</li> <li><b>Chance</b> - conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments.</li> <li><b>Data representation and interpretation</b> - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, and interpret data displays.</li> </ul> <p><b>Assessment Tasks:</b>  <b>Multiplication and Fractions:</b>            Students represent multiplication, recall multiplication facts, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p> <p><b>Conducting a simple chance experiment:</b>            Students collect and interpret data from a simple chance experiment.</p>	<p><b>Our unique communities</b></p> <p><u>Inquiry question:</u>            How and why are Anzac Day commemorations significant for different groups?</p> <p>Students:</p> <ul style="list-style-type: none"> <li>identify individuals, events and aspects of the past that have significance in the present</li> <li>identify and describe aspects of their community that have changed and remained the same over time</li> <li>explain how and why people participate in and contribute to their communities</li> <li>identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul> <p><b>Assessment Task:</b>            Our unique communities:            Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?</p>	<p><b>Spinning Earth</b></p> <p>Students will investigate the effect of Earth's rotation on its axis in relation to the position of the sun. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon.</p> <p>Students will consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of Earth's rotation. 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 use knowledge of Earth's movement in their traditional lives.</p> <p>Students will explore the relationship between the sun and Earth to identify where people use science knowledge in their lives.</p> <p><b>Assessment Task:</b>  <b>Investigating the sun, Earth and us:</b>            Students 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.</p>	<p><b>Digital Systems</b></p> <p>Students will explore digital technologies developing an understanding of how digital systems are used. They will develop their knowledge and skills to apply, define, design, and present digital information.</p> <p>Specifically, students will develop a digital presentation to represent their knowledge on a selected top.</p> <p>Students will apply these skills to:</p> <ul style="list-style-type: none"> <li>describe how a range of digital systems including hardware and software, can be used.</li> <li>design simple algorithms that involve decision-making.</li> <li>design and implement a digital solution to a common problem.</li> <li>Record and manipulate data using software to enhance their digital system.</li> </ul> <p><b>Assessment Task:</b>            Students will:</p> <ul style="list-style-type: none"> <li>Present a digital presentation on the sun and earth and the processes that affect each.</li> <li>Describe the digital system components they will use and explain why they chose it.</li> <li>Categorise digital systems as being either hardware or software systems.</li> </ul>	<p><b>DANCE</b>  <b>Wildlife Watch</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices.</li> </ul> <p><b>Assessment Task:</b>            Collection of work:  <ul style="list-style-type: none"> <li>Students respond to, choreograph and perform a dance by representing ideas and stories about animals and the environment.</li> </ul> </p> <p><b>VISUAL ARTS</b>  <b>Tiny Worlds</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures</li> <li>experiment with visual conventions and qualities of imaginary environments and natural landforms</li> </ul> <p><b>Assessment Task:</b>            Collection of work:            Students will explore human connections to real and imagined environments as inspiration for constructing mixed-media artworks.</p>	<p><b>HEALTH</b>  <b>I'm healthy and active</b></p> <p>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.</p> <p><b>Assessment Task:</b>            Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active.</p> <p><b>PHYSICAL EDUCATION</b>  <b>Pump It</b></p> <p>In this unit, students will create and perform movement sequences using fundamental movement skills and the elements of movement faced during games.</p> <p><b>Assessment Task:</b>            Students create and perform movement sequences using fundamental movement skills and the elements of movement.</p>