



## MANSFIELD STATE SCHOOL CURRICULUM OVERVIEW YEAR 3

### Earth and Space Sciences

#### Spinning Earth

In this unit, students will:

- use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows
- identify the observable and non-observable features of Earth and compare its size with the sun and moon
- make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes
- plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements
- represent their data in tables and simple column graphs to identify patterns and explain their results
- identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives
- explore the relationship between the sun and Earth to identify where people use science knowledge in their lives
- create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.

**Assessment:** Students will explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.

### Health and Physical Education

#### Movement and Physical Activity *Specialist Teacher*

In this unit, students will develop the fundamental movement skills of running, jumping and throwing, practise and refine these skills in individually based activities and will explore the benefits of physical activity to health and wellbeing.

**Assessment:** Through athletics tasks, students will demonstrate the fundamental movement skills of running and jumping.

#### Personal, Social and Community Health *Specialist Teacher*

In this unit, students will explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. (Assessed in Term 1)

### English - Imaginative Investigating Characters

In this unit, students will:

- listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters
- complete a reading log that analyses characters from the novel

#### **Assessments:**

- **Productive Assessment - Imaginative Narrative**  
Students will write a short imaginative narrative based on a familiar theme.
- **Receptive Assessment – Reading comprehension**  
Students will read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text.

### Mathematics

In this unit, students will:

- **Number and Place Value** - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten.
  - **Fractions and Decimals** - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections.
  - **Money and Financial Mathematics** - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.
  - **Patterns and Algebra** - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns.
  - **Shape** - identify and describe the features of familiar three-dimensional objects, make models of three-dimensional objects.
  - **Location and Transformation** - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.
  - **Geometric Reasoning** - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.
- Assessments:** Students will recall addition and subtraction facts and apply place value to partition, rearrange and regroup numbers and will conduct a Guided Inquiry investigating positions on maps using simple strategies to reason and solve location questions.

### The Arts - Music *Specialist Teacher*

In this unit, students will describe and discuss similarities and differences between music they listen to, compose and perform.

**Assessment:** Students will listen to two pieces of music and explain the differences and similarities of elements used. They will explain which piece of music best matches a provided scenario.

### Dance - *Specialist Teacher*

#### Wildlife Watch

In this unit, students make and respond to dance by expressing ideas about animals and the environment. They will use the elements of dance and choreographic devices, performing dances using expressive skills to communicate ideas.

**Assessment:** Students respond to, choreograph and perform a dance.

### Humanities and Social Sciences

Students will conduct an inquiry to answer the question:

*How and why are ANZAC Day commemorations significant for different groups?*

#### **Our Unique Communities**

In this unit, students will:

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

**Assessment:** Students investigate the significance of Anzac Day commemorations for different groups.

### Design and Technologies

#### Food and Fibre

In this unit, students will investigate food and fibre production and food technologies used in modern and traditional societies. They will explore how people in different times developed food and fibre technologies to meet human needs.

#### **Assessment: Design Challenge**

Students will design and make a lunch item that includes modern and traditional technologies.