



Mansfield State School Curriculum Overview

Year 3 Term 2 2024



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
- explore use of visual features in images

Assessments:

Imaginative Narrative

Students will write a short imaginative narrative based on a familiar theme.

Reading comprehension

Students will read an extract from a text and answer questions using comprehension strategies to build literal and inferred meaning of the text and identify visual features of images in the text.

Mathematics

In this unit, students will:

Number and Algebra

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 2, 5, and 10 multiplication facts through games and meaningful practice
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems.

Measurement

- use units of time to measure and compare events and duration

Assessments:

Number and Algebra - To partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers.

Number - (Monitoring) To use mathematical modelling to solve practical problems involving two, fives and tens multiplication facts.

Measurement - To estimate, compare and measure the duration of events using formal units of time.

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.

Humanities and Social Sciences Our Unique Communities (Semester Unit)

In this unit, students will explore celebrations and points of view in communities. They also answer the following inquiry question: *How and why are ANZAC Day commemorations significant for different groups?*

Learning opportunities support students to:

- 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 will investigate the significance of celebrations and 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.

Health and Physical Education *Specialist Teacher*

Movement and Physical Activity – Bat, catch, t-ball!!

In this unit students will:

- apply strategies for working cooperatively and apply rules fairly
- refine striking and fielding skills and concepts in active play and games

Assessed in Term 2.

Personal, Social and Community Health – I am healthy and active

In this unit, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations and the benefits of physical activity.

Assessment: Students will use decision-making skills to select and demonstrate strategies that help them stay healthy and active. They understand the benefits of being healthy and physically active.

The Arts- Visual Arts

In this unit, students will explore the communication and meaning through objects and surface manipulation. They will make, display and discuss a portfolio of their own and others' artworks.

Assessment: Students will collaborate to plan and make artworks that are inspired by artworks they experience. Use visual conventions, techniques and processes to communicate their ideas. They will also describe and discuss the similarities and differences between artworks they make, present and view using visual convention terminology.

The Arts - Music *Specialist Teacher Characters and Actions (3-4 Banded Curriculum)*

In this unit, students will compose, perform and respond to music that represents characters and actions.

Assessment: Students will compose and perform their own lyrics that depicts a character or their action. They will respond by explaining how the elements of music were similar or different between the song they wrote and the one they listened to.

The Arts – Dance *Specialist Teacher (3-4 Banded Curriculum)*

In this unit, students will respond to, choreograph and perform dance by representing ideas and stories about animals going through metamorphosis.

Assessment: Students will collaborate to make and perform dances and structure movements into dance sequences, using the elements of dance and choreographics devices to represent a story. Students will discuss the similarities and differences between dances they make, perform and view.