Year 3J – Curriculum Overview – 2024

Learning Area		*Term 1*	*Term 2*	*Term 3*	*Term 4*
English	***Units***	**Persuasive** **Purpose:** To read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.	**Engage with poetry** **Purpose**: Students adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They analyse a poem.	**Information Report Purpose**: In this unit, students read, view and listen to a range of texts to create an informative text. Students examine the text structure of an informative text, including language features. They identify the text structure and organization of informative texts and how the language is used to provide information. Students will write an informative text based on a neighbouring country	**Explore procedures** **Purpose**: Students analyse informative and literary texts. Create a spoken monologue demonstrating a procedure.
	Assessment	Task: Written persuasive response a given topic Fluency task	Task: To interpret and evaluate a poem for its purpose, language features and literary devices.	Task: Plan and write an information report. Fluency Task	Task: Create and present a monologue as a character from *Matilda*, where the character is explaining how to do something (procedure) related to the text.
Maths	***Units***	**Telling Time** In this unit students to the nearest minute. They can represent time to the minute on digital and analogue clocks. Students can transfer knowledge of time to real-life context **Patterns and problem solving** In this unit students use number properties to continue number patterns. They identify pattern rules to find missing elements in patterns. Students classify numbers as either odd or even. **Symmetry** In this unit students identify symmetry in the environments. Students classify shapes as symmetrical and non- symmetrical.	**Conduct a chance and data investigation** In this unit students conduct a range of chance experiments They describe the outcomes of chance experiments and identify variations in the results of chance experiments. Students collect, record, display and interpret simple data They identify questions of interest based on categorical variables. **Grid maps** In this unit students match positions on maps with given information. They show full, half & quarter turns on a grid map. Students describe positions in relation to key features. **Place Value: 10 000** In this unit students demonstrate an understanding of numbers up to 10 000. Students will classify numbers as either odd or even. They count in sequences beyond 1000. Students represent, combine and partition 4-digit numbers flexibly.	**Adding & subtracting** In this unit students recalled addition and subtraction facts and recognise the connection between addition and subtraction **Measurement** In this unit students use metric units to measure and compare length, mass and capacity. They use familiar metric units to order & compare objects and explain measurement choices. **Money** In this unit students represent money amounts in different ways. They count collections of coins and notes accurately and efficiently, calculate change and simple totals. Students solve a range of simple money problems.	**Fractions and Multiplication** In this unit students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions. They represent halves, quarters and eighths of shapes and collections. Students solve simple problems involving halves, thirds, quarters and eighths **Making Three-dimensional models and recognising angles** In this unit students identify, describe and sort the features of familiar three-dimensional objects. They make models of 3D objects. Students identify & construct angles with materials compare the size of familiar angles.
	Assessment	**Telling Time** *Short answer test* Students solve problems involving telling time to the nearest minute. **Patterns and problem solving** *Short answer questions* Students classify numbers as either odd or even, continue number patterns involving addition and subtraction. **Making Three-dimensional models and recognising angles** *Short answer test* Students make a model of a three-dimensional object and recognise angles in real situations.	**Money** *Short answer questions* Students demonstrate the ability to represent money combinations, select appropriate coins and notes and calculate change. **Place Value: 10 000** Short answer questions Students count to and from 10 000 **Grid maps and symmetry** *Short answer questions* Students match positions on maps with given information, and identify symmetry in the environment. **Conducting chance and data investigations** *Short answer questions* To collect and interpret data from simple chance and data investigation.	**Adding and subtracting** *Short answer questions* Students add and subtract numbers. They recognise the connection between addition and subtraction. Students recall addition facts for single-digit numbers. **Measurement** *Short answer questions* Students use metric units for length, mass and capacity.	**Fractions and Multiplication** *Short answer questions* Students represent multiplication, recall multiplication facts, solve problems using efficient strategies for multiplication and model and represent unit fractions.

Science	***Units***	**Biological Sciences unit**	**Matter Unit** **What's the matter?** Change of state between solid & liquid can be caused by adding or removing heat. Properties of liquids & solids. How to identify an object as a solid or a liquid. How adding or removing heat affects materials used in everyday life.	**Heating Up** How heat is produced & its behaviour when it transfers from an object or area to another. Heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Heat transfers from warmer areas to cooler area	**Spinning Earth** Effect of Earth's rotation on its axis in relation to position of sun. Observable and non-observable features of Earth & compare its size with sun & moon. Day & night, sunrise & sunset, & shadows occur from Earth's rotation. Changes in sunlight throughout the day.
	Assessment	• Investigating living things	• Knowledge of States of Matter. Investigating solids and liquids • States of Matter Investigation	• Water bottle insulation (different forms of insulation and how it prevents heat energy and flow)	• Earth Rotation investigation • Shadows investigation: Measure, record and graph sun's position and the rotation of the Earth • Spinning Earth written test
HASS	***Units***	**Democracy** Students will: • describe the importance of making decisions democratically • explain the role of rules in their community • suggest individual action in response to an issue or challenge share their views on an issue	**Exploring places near and far** Inquiry questions: • How and why are places similar and different? • Identify connections between people and the characteristics of places Describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • Interpret data to identify and describe simple distributions and draw simple conclusions • Record and represent data in different formats, including labelled maps using basic cartographic conventions • Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms	**Our Unique Communities** Inquiry questions : • How do people contribute to their unique communities? • Why would different people have different points of view? In this unit, students: • 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	To explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. • **Part D:** Making decisions	To identify, describe and interpret data about Australian places. • **Part A:** Representing places **Part B:** Representing and interpreting data • **Part C:** Identifying similarities and differences	To conduct an inquiry to answer the following inquiry question: *How and why are celebrations or commemorations significant for different groups?* • **Part A:** Posing questions • **Part B:** Locating information • **Part C:** Sequencing and point of view • **Part D:** Creating a text	
Technologies	***Units***	**Digital Technologies:** **Task: What digital systems do you use?** In this unit students will explore and use a range of digital systems including peripheral devices. They will: • explore and describe how digital systems are used and meet needs at home, in school and the local community, and use a range of peripheral devices to transmit data explain how their solutions and information systems, such as learning software, meet personal, school and community needs	**Design and Technology** **Designing a Wind Turbine** In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose items with other recycled materials to create a wind turbine. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs. Students will apply the following processes and production skills: • Investigating to identify examples of recycling, up-cycling and reusing • Generating design ideas for a useful item and communicating them with annotated design drawings • Producing a useful item by selecting relevant tools and resources, and using them safely • Evaluating design ideas, processes and solutions • Collaborating as well as working individually throughout the process	**Food and Fibre** In this mini unit students investigate food and fibre production and food technologies used in modern and traditional societies.	
	Assessment	Digital systems, which has two questions that assess student understanding of the uses of digital systems (hardware, software and peripheral devices) for specific purposes	*Collection of work* Students design and make a wind turbine that follows the design process.		
The Arts	***Units***	**Visual Arts: Art Through the Ages** In this unit, students will engage in learning experiences in explaining and demonstrating Art Basics. They explore ideas and practices used by • Indigenous artists • Renaissance Art • Impressionism • identifying the intended purposes and meanings of symbols used producing artworks reflecting the topic.	**Drama:** In this unit, students: • explore ideas and narrative structures in stories through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons		
	Assessment	**Collection of Work** Portfolio contains various work samples which include samples displaying elements of: • Using visual conventions, techniques and processes to communicate their ideas. Describing and discussing similarities and difference between artworks they make, present and view.	* Devise, perform and respond to a theme.		