OXENFORD STATE SCHOOL YEAR 3 CURRICULUM OVERVIEW 2023

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
ENGLISH	**Kumiko and the Dragon** *(C2C Unit 2 modified)* Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They will create an imaginative text about fears that develop the characters.	**Reading, writing and performing poetry** *(based on C2C Unit 6)* Students listen to, read, view and adapt poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be used to write a poem.	**Analysing and creating persuasive texts** *(based on C2C Unit 1)* Students 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	**Information Text** In this unit students listen to, view, read and compare a range of informative texts. They analyse texts by exploring the context, purpose and audience and how the text structure and language choices can be used to write an informative text about an animal.
	Written task ***Imaginative narrative*** Students write an imaginative narrative on a familiar theme of 'fears that develops characters.	**Reading** *Short Answer* Students read and answer questions about an non-fiction text about a celebration linked to HASS ***Writing and Speaking*** *Students write and present a poem*	**Creating a multimodal text** **Writing and Speaking** Students write a spoken text to persuade their peers to take action. They then present this. .	**Read to Me!** ***Interview and Sort Answer*** Students read an imaginative text and answer questions orally **Writing** Students write an informative text about an animal of their choice
MATHEMATICS	• Number and place value • Using units of measurement • Data representation and interpretation • Chance • Measurement	• Shape • Number and place value • Patterns and algebra • Fractions and decimals • Location • Geometric reasoning • Money	• Number and place value • Money and financial mathematics • Fractions and decimals • Location and transformation • Using units of measurement • Patterns and algebra	• Number and place value • Patterns and algebra • Fractions and decimals • Measurement- Time
	Conducting a simple chance experiment and interpreting data Students collect and interpret data from simple chance experiments. **Interactive** **Representing, ordering and adding and subtracting numbers** Students recall addition and subtraction facts **Short Answer** **Please teach time and money all year**	**Measurement Task** Measure and compare objects using metric units for length, mass and capacity. **Practical Activities Short answer questions** **Representing, adding and subtracting numbers** Student recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers. **Short answer questions**	**Money** Students represent money values in various ways and correctly count change from transactions **E-task** **Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles** Students match positions on maps with given information, and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations. **Short answer questions** . **Patterning and connecting addition and subtraction** Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction. **Short answer questions**	**Using unit fractions and multiplication** Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions **Short answer questions** **Time Task** Tell time to the nearest minute and solve problems involving time. **Interactive**

	Physical Science	*Earth Science*	*Biological Science*
SCIENCE	**WHAT'S THE MATTER?** Students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid.	**SPINNING EARTH** 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. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon.	**IS IT LIVING?** In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features.
	Investigating heat, solids and liquids *Research Investigation involving the construction of a solar oven* Students conduct an investigation into liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.	**Investigating the sun, Earth and us** *Poster* 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.	**Investigating living things** Students group living things based on observable features and distinguish them from non-living things.
HASS	**UNIT 1 – Celebrations and Commemorations** **Our unique communities** Students conduct an inquiry to answer the following inquiry questions: • How do symbols, events, individuals and places in my community make it unique? • How do people contribute to their communities, past and present? • What events do different people and groups celebrate and commemorate and what does this tell us about our communities?	**UNIT 2 – Comparing Zoos!** In this unit students will explore the following inquiry question: • ***How and why are places similar and different?*** In this unit, students: • 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 • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • explain the role of rules in their community and share their views on an issue related to rule-making • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	
	Range of Tasks- Portfolio Students collect evidence in a portfolio of actvities	**Comparing Zoos** Students identify, describe and interpret data about 2 Australian zoos and 1 international zoo (San Diego) and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. **Collection of work – on Poster**	

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HEALTH & PHYSICAL EDUCATION	**HEALTH** **Unit 4: Netiquette and online protocols** Students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify local resources to support their safety.	**HEALTH** **Making healthy choices** In this unit students will identify strategies to keep healthy and improve fitness. They will explore the *Australian guide to healthy eating* and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.
	PHYSICAL EDUCATION **Take your Marks, get set, play!** *Based on C2C Health and Physical Education (Movement) Unit 2* In this unit, students develop the fundamental movement skills of running, jumping and throwing.Students are explicitly taught specialised movement skills in the context of School Cross Country and Athletics Programs.	**PHYSICAL EDUCATION** **Having a Ball** *Based on C2C Health and Physical Education (Movement) Unit 3* In this unit, students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement challenges. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 newcombe, cricket and AFL.
THE ARTS	**MUSIC** ***Unit 1: Let's Celebrate, Let's Remember*** ***I***n this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. **Assessment** will gather evidence of the student's ability to: • communicate about the music they listen to, make and perform, and where and why people make music • improvise, compose, and arrange music • perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play	**MUSIC** ***Unit 2: Songs of Australia*** In this unit, students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia. **Assessment** will gather evidence of the student's ability to: • communicate about the music they listen to, make and perform, and where and why people make music • improvise, compose, and arrange music • perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play
	MEDIA ARTS **Unit 3: Media Arts** In this unit, students explore ideas of community and collaborate to plan and make artworks (book creator, magazine cover, etc) to share with the Preps. **Assessment** Production and Planning of Media Project	**VISUAL ARTS** **Unit 1: Visual Arts** Students explore the communication of cultural meaning through objects and artworks ***Assessment*** Student Portfolio
TECHNOLOGIES	**TECHNOLOGIES** Students will be explaining how products are designed to best meet the needs of communities and their environments. Students will be creating a coloured room that will help students understand how environmental factors can influence colours used by people.	**TECHNOLOGIES** Students will create solutions to problems involving endangered species and environmental issues. They will develop their coding skills and program simple Lego robots.