

OXENFORD STATE SCHOOL YEAR 3 CURRICULUM OVERVIEW 2024

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	<p>Students engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. These texts include the literature of Australian, First Nations Australian and world authors and describe extended events with some unusual happenings within a framework of familiar experiences.</p> <p>Students explore how authors use language and illustrations to portray characters, settings and mood.</p> <p>Students use these texts as models when they create their own imaginative adaptation to a text.</p>	<p>Students use these texts as models to create their own report to present to an audience. Students engage with a variety of fiction and non-fiction texts, with content of increasing complexity and technicality. Texts may reflect topics being studied in other learning areas Texts support and extend students as independent readers.</p> <p>Students explore how texts use different language features and structures depending on their purpose, including stages of a basic argument.</p> <p>Students create a multimodal persuasive text for a particular purpose and audience</p>	<p>Students engage with a variety of texts for enjoyment including oral texts, picture books, rhyming verse, poetry, dramatic performances and texts that support and extend them as independent readers. Texts may be classic or contemporary literature from wide-ranging Australian, First Nations Australian and world authors, including texts from and about Asia.</p> <p>Students explore the effects of some literary devices and visual features and how texts are structured and presented relevant to their purpose and audience.</p> <p>Students create an imaginative text to share with an audience.</p>	<p>Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas.</p> <p>The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading.</p> <p>Students explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning.</p>
	<p><i>Summative Assessment</i> Written task <i>Imaginative narrative</i> Students write an imaginative narrative on a familiar theme that develops characters.</p> <p>Reading Reading Interview</p>	<p><i>Summative Assessment</i> Reading <i>Short Answer</i> Writing and Speaking Students create and present a recount as a historical character</p>	<p><i>Summative Assessment</i> Written task</p> <p>Speaking</p>	<p><i>Summative Assessment</i> Written task</p> <p>Reading</p>
MATHEMATICS	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value • Using units of measurement • Data representation and interpretation • Chance • Measurement 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Shape • Number and place value • Patterns and algebra • Fractions and decimals • Geometric reasoning 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value • Money and financial mathematics • Fractions and decimals • Angles and Symmetry • Patterns and algebra 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value • Patterns and algebra • Fractions and decimals • Measurement- Time
	<p>Conducting a simple chance experiment and interpreting data Students collect and interpret data from simple chance experiments.</p> <p>Interactive Representing, ordering and adding and subtracting numbers Students recall addition and subtraction facts</p> <p>Short Answer</p>	<p>Measurement Task Measure and compare objects using metric units for length, mass and capacity.</p> <p>Practical Activities Short answer questions</p> <p>Representing, adding and subtracting numbers Student recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.</p> <p>Short answer questions</p>	<p>Money Students represent money values in various ways and correctly count change from transactions</p> <p>E-task</p> <p>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.</p> <p>Short answer questions</p> <p>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.</p> <p>Short answer questions</p>	<p>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</p> <p>Short answer questions</p> <p>Time Task Tell time to the nearest minute and solve problems involving time.</p> <p>Interactive</p>
	<p style="text-align: center;"><i>Physical Science</i></p>	<p style="text-align: center;"><i>Chemical Science</i></p>	<p style="text-align: center;"><i>Earth Science</i></p>	<p style="text-align: center;"><i>Biological Science</i></p>
SCIENCE	<p>Understanding Heat 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.</p>	<p>Changing State 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.</p>	<p>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.</p>	<p>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.</p>
	<p>Understanding Heat Investigation Students will conduct an investigation into the behaviour of heat to explain everyday observations</p>	<p>Changing State Investigation Students will conduct an investigation into the changing states of matter.</p>	<p>Investigating the sun, Earth and us <i>Poster</i> 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>Investigating living things Students group living things based on observable features and distinguish them from non-living things.</p>

HASS	<p>UNIT 1 – Celebrations and Commemorations</p> <p>Our unique communities Students conduct an inquiry to answer the following inquiry questions:</p> <ul style="list-style-type: none"> • 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? 	<p>UNIT 2 –</p>
	<p>Range of Tasks- Portfolio</p> <p>Students collect evidence in a portfolio of activities</p>	<p>Collection of work</p>

HEALTH & PHYSICAL EDUCATION	<p>HEALTH</p> <p>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.</p>	<p>HEALTH</p> <p>Making healthy choices In this unit students will identify strategies to keep healthy and improve fitness. They will explore the <i>Australian guide to healthy eating</i> 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.</p>
	<p>PHYSICAL EDUCATION</p> <p>Take your Marks, get set, play! <i>Based on C2C Health and Physical Education (Movement) Unit 2</i> 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.</p>	<p>PHYSICAL EDUCATION</p> <p>Having a Ball <i>Based on C2C Health and Physical Education (Movement) Unit 3</i> 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.</p>
THE ARTS	<p>MUSIC</p> <p>Unit 3: Musical Characters and Action In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression • collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas • describe and discuss similarities and differences between music they listen to, compose and perform <p>discuss how they and others use the elements of music in performance and composition.</p>	<p>MUSIC</p> <p>Unit 1: Let's Celebrate, Let's Remember In 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.</p>
	<p>MEDIA ARTS</p> <p>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</p>	<p>VISUAL ARTS</p> <p>Unit 1: Visual Arts Students explore the communication of cultural meaning through objects and artworks Assessment Student Portfolio</p>
TECHNOLOGIES	<p>TECHNOLOGIES</p> <p>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.</p>	<p>TECHNOLOGIES</p> <p>Students will create solutions to problems involving endangered species and environmental issues. They will develop their coding skills and program simple Lego robots.</p>