



English

Characters in Narratives

Students listen to, view, read and explore short narratives to explore the use of descriptive language in the construction of character.

Students read an extract from a picture book and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in the text.

Spelling— This term, students will focus on plurals, including when to add 'es', 'ves' or 'ies' to words. They will study words with r-influenced vowels, such as 'or', 'our' and 'ur', as well as homophones and silent letters. Later in the term, students will learn about past tense words, plurals and representing the 'soft g' sound with 'ge' or 'dge'.

Grammar and Punctuation— Students will develop their skills when writing simple and compound sentence patterns, including correct punctuation. They will continue to develop the structure of their paragraphs and use connectives, such as conjunctions and adverbs, to sequence and link their ideas. The children will learn to develop strong characters and events through the use of noun groups and action, thinking/feeling and saying verb groups.



Mathematics

Students develop an understanding of:

Shape - identify and describe the features of familiar three-dimensional objects, make models of 3D objects

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

Patterns and algebra - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns

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

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

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.

Measurement - represent time to the minute on digital and analog clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts.



Science

Spinning Earth

Students will demonstrate their knowledge of Earth's rotation on its axis in relation to the position of the sun, to suggest explanations for everyday observations. The everyday observations include shadows, day and night and length of days. Students will make predictions using their prior experiences and collect and present data to help answer questions. Students will examine uses for these everyday observations of the relationship between the sun, Moon, Earth and time.

Humanities and Social Science (HASS)

Our Community Past and Present

In this unit, students:

- identify the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area
- identify and describe aspects of their community that have changed and remained the same over time
- locate and collect information from sources, including observations, to answer questions and draw simple conclusions.





EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 3

Term 2, 2024

Other Learning Areas

Music



Introduction to Ukulele

Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

Within the context of Making and Responding, students will:

- accompany known songs on ukulele by strumming the open strings on the beat.
- pluck open strings—so & la songs on ukulele (G A).
- identify, read and write new rhythm 'too'.
- compose new B and C section of ABAC song using stick notation.
- identify and discuss the use of elements of music in musical story 'In the Hall of the Mountain King' from Peer Gynt Suite.
- participate in games and activities to develop in-tune singing, beat keeping and to practice new rhythmic and melodic concepts .

Health and Physical Education (PE)

Take your marks, get set, play

In this unit, students will develop the fundamental movement skills of running, jumping and throwing. Students will:

- practise and refine the fundamental movement skills of running, jumping and throwing.
- apply the fundamental movement skills of running, jumping and throwing while incorporating movement concepts in simple games.
- understand the benefits of being fit and physically active while participating in athletic activities.
- develop ball games skills – tunnel, captain, leader.
- apply safety rules in an athletics environment.



The Arts - Drama



Dramatic Traditions

In this unit, students:

- use purpose and context to shape roles, language, place and space to express ideas; and
- understand that dramatic action is structured by being in role and building story dramas.

Health and Physical Education (Health)

Healthy futures

In this unit, students 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.



Students will:

- explore sustainability practices that demonstrate respect for the environment.
- make connections between sustainability and personal health.
- investigate sustainable practices in the classroom.
- explore the similarities between community, classroom and school sustainable practices.
- discuss how being outdoors supports the different dimensions of health.
- participate in a range of outdoor activities with other students.

Languages—Japanese

Self-Introduction (continued)

In this unit, students explore language to introduce themselves.

Students will:

- introduce name
- introduce age
- introduce grade
- state city/country of residence
- state likes/dislikes
- kodomo no Hi (Children's Day)
- tsuyu.

