



**KENMORE SOUTH
STATE SCHOOL
Year 3 Overview Term 3**

Unit Overview		Assessment
ENGLISH	<p>Exploring informative texts In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>	<p>Informative response - written <i>Writing an informative text</i> Students create an informative text with a supporting image.</p>
MATHS	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two –digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. • Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. • Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals. • Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns. • Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analog clocks, transfer knowledge of time to real-life contexts. • Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non- symmetrical. 	<p>Money eAssessment <i>Short answer questions</i> Students represent money values in various ways and correctly count change from financial transactions.</p> <p>Patterning and connecting addition and subtraction <i>Short answer questions</i> 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>Telling time to the nearest minute <i>Assignment/Project</i> Students tell time to the nearest minute and solve problems involving time.</p>
SCIENCE	<p>Is it living? 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. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<p>Investigating living things <i>Supervised assessment</i> Students group living things based on observable features and distinguish them from non-living things.</p>
HASS	<p>Exploring places near and far Inquiry questions: How and why are places similar and different? In this unit, students:</p> <ul style="list-style-type: none"> • 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. • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	<p>Exploring places near and far The assessment will gather evidence of the student’s ability to identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.</p>
HPE	<p>Good friends In this unit, students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p>	<p>Good friends Students investigate how emotional responses vary, and understand how to interact positively in a variety of situations.</p>
MUSIC	<p>In this unit, students explore Australian songs, performing them for the class through singing and keeping the beat on a percussion instrument. They respond by discussing how the songs are similar or different.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • work collaboratively and learn an Australian song. They will play the beat on an untuned instrument while singing the song for their classmates. • complete a reflection describing and discussing similarities and differences between music they listen to and perform. • discuss how they and others use the elements of music in performance.