



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

Unit Overview		Assessment
ENGLISH	<p>Examining imaginative texts Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Reading comprehension Short answer questions Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.</p> <p>Creating a multimodal text Poster/multimodal presentation Students create a multimodal imaginative text about overcoming a fear, using software.</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>Hot stuff Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They 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 identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p>	<p>Understanding heat <i>Experimental investigation</i> Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</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>Culture in Australia – Positive Interactions In this unit , students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They refine striking and fielding skills and concepts in active play and games and apply skills, concepts and strategies to solve movement challenges in striking and fielding games.</p>	<p>Collection of work Students identify influences on identity. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses.</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.