

ENGLISH	MATHEMATICS	THE HUMANITIES
<p><b>Reading and Writing</b> This term, students will be exposed to a range of texts, with particular focus on comparative information texts and poems for the purpose of:</p> <ul style="list-style-type: none"> <li>Understanding how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences <a href="#">(VCELA246)</a></li> <li>Identify the point of view in a text and suggest alternative points of view <a href="#">(VCELY255)</a></li> <li>Reading an increasing range of informative texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking <a href="#">(VCELY256)</a></li> <li>Using comprehension strategies to build literal and inferred meaning and beginning to evaluate texts by drawing on a growing knowledge of context, text structures and language features <a href="#">(VCELY257)</a></li> <li>Understanding that paragraphs are a key organisational feature of written texts <a href="#">(VCELA259)</a></li> <li>Planning, drafting and publishing informative texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose <a href="#">(VCELY266)</a></li> <li>Rereading and editing texts for meaning, appropriate structure, grammatical choices and punctuation <a href="#">(VCELY267)</a></li> <li>Identifying the features of online texts that enhance navigation <a href="#">(VCELA247)</a></li> <li></li> </ul> <p><b>Speaking and Listening</b> Students will continue to develop their skills to:</p> <ul style="list-style-type: none"> <li>Understand that successful cooperation with others depends on shared use of social conventions <a href="#">(VCELA271)</a></li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons <a href="#">(VCELT274)</a></li> <li>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume <a href="#">(VCELY276)</a></li> </ul>	<p><b>The Big Ideas in Number (Number and Algebra)</b> Students will continue to utilise their place value knowledge to partition, rearrange and rename numbers to support efficient mental and written strategies for addition and subtraction, recognising and explaining the connection between the two operations. They will explore this concept through money and financial mathematics, calculating change. Students will continue exploring their efficient mental and written strategies for multiplication and division; such as doubling, near doubling and halving, using arrays and regions. Students will continue their progression of making, naming and recording fractions, followed by comparing, sequencing and renaming. <a href="#">(VCMNA163)</a> <a href="#">(VCMNA154)</a>, <a href="#">(VCMNA156)</a>, <a href="#">(VCMNA161)</a>, <a href="#">(VCMNA162)</a>, <a href="#">(VCMNA160)</a> <a href="#">(VCMNA132)</a> <a href="#">(VCMNA136)</a> <a href="#">(VCMNA137)</a></p> <p><b>Measurement and Geometry</b> In Term 3, students will continue to learn to measure, order and compare objects using familiar metric units, further exploring mass and capacity. They will work towards telling time to the minute. Students will make models of 3D objects and describe their key features. Students will identify symmetry in the environment and create and interpret simple grid maps. Students will identify angles as measures of turn and compare angle sizes in everyday situations. <a href="#">(VCMMG140)</a> <a href="#">(VCMMG141)</a> <a href="#">(VCMMG142)</a> <a href="#">(VCMMG144)</a> <a href="#">(VCMMG143)</a> <a href="#">(VCMMG146)</a></p>	<p>In Humanities this term, students will develop their geographical knowledge. Students will begin the unit by continuing their learning of the many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia. Next, students will learn of Australia's major natural and human characteristics before broadening their focus to Australia's neighbouring countries. Students will then learn of the location of some of the major countries of Africa and South America in relation to Australia. Throughout this unit, students will investigate the similarities and differences between these countries of the world in terms of their type of settlement, demographic characteristics, vegetation/environment, and the lives of the people who live there. <a href="#">(VCGGK077)</a> <a href="#">(VCGGK078)</a> <a href="#">(VCGGK079)</a> <a href="#">(VCGGK080)</a> <a href="#">(VCGGK081)</a> <a href="#">(VCGGK082)</a> <a href="#">(VCGGK083)</a> <a href="#">(VCGGK084)</a></p>



### Term 3, 2024 – Curriculum Overview – Grade 3

SCIENCE	The ARTS	ITALIAN	PHYSICAL EDUCATION
<p>In Grade 3 this term for Earth and space sciences, students will investigate how Earth's surface changes over time because of natural processes and human activity. Students will look at what soil is made up of, and the three types, - sand, silt and clay. They will explore what a geologist is, and how they examine rocks and fossils to understand these changes. Students will conduct online research to determine what weathering and erosion are, and how they differ. They will consider the effect of extreme weather events, such as floods and storms, on landscapes, coastlines, or areas surrounding natural waterways. Students will come up with suggestions on how humans can help to reduce erosion.</p> <p><a href="#">[VCSSU062]</a></p>	<p>To begin the term students will recognise and explore Indigenous and Torres Strait Islander peoples' art, as a celebration of NAIDOC week. Students will create landscapes by tearing and layering a variety of papers. Students will then experiment with movement in art as they use stencils of Olympic athletes and shade behind them to look like they are running. Olympic medals will be analysed and used as a guide to design the students' own medals for a fictional Olympic city. The book 'Where the Forest Meets the Sea' will be used to introduce the students to collage with an emphasis on layering within the picture. Back grounds and the detail in foregrounds will be observed as the students try to create a page from the book, with a range of textures and a variety of materials. Layering will be further explored as students create a combination of facial features to make a layered and textured cardboard face.</p> <p><a href="#">(VCAVAE025)</a> <a href="#">(VCAVAV026)</a> <a href="#">(VCAVAR028)</a></p>	<p>This term students in Year 3 will participate in activities to develop their listening, speaking, reading and writing skills in Italian.</p> <p>We will do a unit of work related to 'Le Olimpiadi' (The Olympics), learn about Italian culture and talk about our own culture and heritage.</p> <p>Students will learn vocabulary related to the story 'La Nonna e Gli Occhiali' (The Nonna and Her Glasses) and complete related tasks.</p> <p>We will be learning about the history of The Leaning Tower of Pisa and do a research project. Students will also continue to work on their Italian passports.</p> <p><a href="#">[VCITC020]</a> <a href="#">[VCITC031]</a> <a href="#">[VCITU037]</a> <a href="#">[VCITU038]</a></p>	<p>This term students will have an invasion games focus on Australian Rules Football, Basketball and Soccer. There will be a focus on the development of fundamental movement skills, concepts and strategies through participating in a variety of games and skill activities. Students will also develop strategies to work cooperatively and apply rules fairly whilst participating in games.</p> <p><a href="#">(VCHPEM097)</a>, <a href="#">(VCHPEM098)</a>, <a href="#">(VCHPEM099)</a>, <a href="#">(VCHPEM102)</a>, <a href="#">(VCHPEM104)</a></p>