



2023 Year 3 Curriculum Overview

LA	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH V8	How do authors create a narrative? Throughout this unit students are learning about the narrative genre through both the reading and writing process. Students will examine how the author has used language to create characters, settings, complications, themes and moods. Students will then apply their learning to create their own short stories/narratives.	Poetry – Jackie French Throughout this unit students are learning about different literary features and devices in poems such as alliteration, onomatopoeia, symbolism, imagery, similes and metaphors. Students will apply their understanding on these devices by creating their own poem.	Persuasive – book review Throughout this unit students are learning about various persuasive techniques and devices to embed in their writing. Students will then apply these skills to form an opinion and convince a reader to accept their position about a book.	Narrative – First Nation People’s Stories Throughout this unit students are learning to write retells from a different perspective. Students will examine how First Nations People use language to create character, setting, complication, themes and moods.
MATHS V8	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 1 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 2 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 3 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 4 Maths Plan)
SCIENCE V8	Unit 1: 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.	Unit 2: Spinning Earth Students 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 identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	Unit 3: 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.	Unit 4: What’s the matter Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia’s First Peoples traditionally used knowledge of solids and liquids in their everyday lives.
HASS V8	Unit 1 – Our unique Communities Inquiry questions: How do people contribute to their unique communities? In this unit, students: <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 		Unit 2 – Exploring places near and far Inquiry questions: How and why are places similar and different? In this unit, students: <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. 	
TECHNOLOGY V8			Solar Schools Investigation	
The Arts	VISUAL ARTS – The Dragon’s Eye			
Music	Performing UNIT: Fuzzy Wuzzy 1. Making – Sing the core song Fuzzy Wuzzy with lyrics, solfa and handsigns and rhythm names and play on chime bars. 2. Responding – Aural, written test including dictation, recognition, application and analysis of known concepts and Art and World music.		Composing (rhythm) UNIT: Canon Capers 1. Making – Create a twelve-beat rhythmic pattern written as a canon 2. Responding - Aural, written test including dictation, recognition, application and analysis of known concepts and Art and World music.	
HPE	Swimming	Take your marks, get set play	Pump it - Dance	Having a ball (No summative assessment) Good Friends