

OVERVIEW OF EXPECTED OUTCOMES - TERM 1 – 2017

Oxley State School (Core Data; Curriculum; 3 Curriculum Planning; Year 3 2017)



YEAR 3	Expected Outcomes	Assessment	Week
English	<p>Analysing and creating persuasive texts (Unit 1, with some aspects of Unit 3) – Weeks 1 – 8, Term 1 In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They write a persuasive letter that uses this language and links to a other texts.</p> <p>Investigating characters (Unit 2) – Weeks 9 – 10, Term 1 and Weeks 1- 4, Term 2 In this unit students listen to, view and read a short narrative, a digital book and a novel to explore authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p> <p>Reading: Comprehension: Focus on strategies from STARS program and strategies identified in student reading assessment.</p> <p>Spelling: Students will develop their spelling skills and knowledge through the Spelling Mastery program.</p>	<p>Whole School Writing Task</p> <p>Pre-Assessment: Write a persuasive letter to convince parent to get a pet.</p> <p>Persuasive: Students write a persuasive letter to persuade their parents on why they should be allowed to go to a chosen 'adventure world'.</p> <p>PM/Probe: Diagnostic reading assessment (Non-Fiction)</p>	<p>Week 2</p> <p>Week 1</p> <p>Week 8</p> <p>Week 5</p>
Mathematics	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and Place value: Counting patterns 2, 5, 10, 3; odd and even numbers; representing, comparing and ordering 2 and 3 digit numbers using standard and non-standard partitioning, apply efficient strategies to recall x2, x5 and x10 facts; use estimation strategies • Addition and Subtraction: recall facts and using standard and non-standard partitioning to add and subtract • Measurement - Length: measuring length with standard and non-standard units • Measurement - Time: using a calendar, telling time to 15 minute intervals (quarter past and quarter to) using analogue and digital clocks. • Multiplication and Division: representing and recalling facts. • Problem-solving: record mental computation methods and select an appropriate computation method 	<p>PAT-M</p> <p>Number Facts Test</p> <p>Odd and Even Numbers (C2C Unit 1, Version5) <i>Short answer questions</i></p> <p>Place value, adding and subtracting (C2C Unit 2, Version 5) <i>Short answer questions</i> Students recognise, represent and order numbers. They recognise the connection between addition and subtraction and add and subtract numbers.</p> <p>Number and Place Value – Multiplication</p>	<p>Week 1-2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 5</p> <p>Week 7</p>

<p>Science</p>	<p>Is it living?</p> <p>In this unit students will understand what constitutes a living thing and understand that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features including never living things, once living things and products of living things. Students will use their science knowledge to explain the effects of actions by people in local environments. They identify questions that can be investigated scientifically, make predictions and participate in investigations to answer these questions. Students identify and use safe practices to make scientific observations and record data about living and non-living things to help answer the investigation question. Students use scientific language and representations to communicate their observations and findings.</p> <p>Spinning Earth</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate the effect of the Earth’s rotation on its axis in relation to the position of the sun. • Identify the observable/non-observable features of Earth and compare its size with the sun and moon. • Consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth’s rotation. • Make observations of the changes in sunlight throughout the day and investigate how Earth’s movement causes these changes. • Plan and conduct an investigation about shadows, recording formal measurements. Represent data in tables and simple column graphs to identify patterns and explain their results. • Identify how Aboriginal peoples used knowledge of the Earth’s movement in their traditional lives (<i>link to History Unit</i>). • Explore the relationship between the sun and the Earth to identify where people use science knowledge in their lives. 	<p>Collection of work: Students describe features common to living things and use science knowledge to identify effects of a proposed action. Students will pose questions that can be investigated and make relevant predictions. Students collect and present observations and communicate using scientific language.</p> <p>Poster: Students will create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation. Assessment will include both diagrams and written understandings.</p>	<p><i>Week 6/7</i></p> <p><i>Term 2</i></p>
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YEAR 3	Overview of Expected Outcomes	Assessment	Week
History	<p>Exploring continuity and change in local communities</p> <p>Who lived here first and how do we know?</p> <p>How has our community changed? What features have been lost and what features have been retained?</p> <p>In this unit students:</p> <ul style="list-style-type: none"> Plan and conduct research about continuity and change in the region or state/territory, posing a range of questions Identify sources and locate relevant information in sources to answer questions about the past Recognise and appreciate the historical features and remains of the past in a local area Record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders 	<p>Plan/ Storyboard for PowerPoint</p> <p>Completed PowerPoint</p>	<p><i>Week 7</i></p> <p><i>Week 9</i></p>
Health / Physical Education	<p>Swimming</p> <p>Students will practice and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke and breaststroke as well as other safety and survival challenges. They will learn how timing, effort and body positions affect movements and stroke performance.</p> <p>Health: Good friends</p> <p>In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; 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>Swimming Stage Level Checklist (Royal Life Saving)</p> <p>Health: To recognise strategies for managing change and examine influences that strengthen identity. To investigate how emotional responses vary and understand how to interact positively with others in different situations.</p>	<p><i>Week 9</i></p> <p><i>Week 10</i></p>
Technology	<p>Students design an annotated plans of moon buggy ideas. They then create a cardboard, paper or plastic example of a chosen moon buggy. Students reflect on the process of making the moon buggy and their finished product. Relates to 'Spinning Earth', Science unit.</p>	<p>Students design, create and appraise a moon buggy.</p>	<p><i>Week 9</i></p>

The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	Visual Arts- Colour my world Students explore tint, tone, shade and emotive colours. They use a variety of materials to express a range of emotions and feelings. <i>Dance, Drama and Media Arts formally assessed throughout Terms 2-4</i>	Children use colour to create visual art works that express a feeling. They select one of their artworks and prepare an artist's statement about it. They also interpret the artworks of another child, making use of visual arts language.	<i>Throughout Term1 and 2</i>
	Music – Rhythm and Song Students will continue to consolidate and extend their repertoire of more complex rhymes and songs. They will create and improvisation of a known song. Students will have the opportunity to perform rhythmic and melodic ostinato, rhythmic and melodic canons, partner songs, accompaniments as individuals and as a group. Students will discover new rhythmic elements in simple time through known songs. Students will develop skills in recorder playing including new notes (g, e).	Students read known notes in letter names and s m from staff or handsigns. Students dictate, and/or create and perform rhythms in compound time and simple time. Students create an improvisation of a known song and perform with singing, beat and rhythm.	<i>Weeks 1-10</i> <i>Weeks 5-10</i>
			<i>Weeks 1-5</i>

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