

# OVERVIEW OF EXPECTED OUTCOMES - TERM 2 – 2017

Oxley State School



YEAR 3	Expected Outcomes	Assessment	Week
English	<p><b>Narrative</b> (T1 W8 – T2 W5)                      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><b>Reading comprehension</b>  <i>Exam/test</i>                      Students comprehend literal and implied meaning in a text and identify and explain the author's use of language</p>	Week 5
	<p><b>Procedures</b> (Weeks 6-10)                      In this unit students listen to, read, view and analyse informative and literary texts and create a spoken procedure between two characters.</p>	<p><b>Imaginative narrative</b>  <i>Imaginative response – written</i>                      Students will write an imaginative narrative on a familiar theme of 'friendship' that develops characters.</p>	Week 5
	<p>NAPLAN: 9<sup>th</sup> – 11<sup>th</sup> May</p>	<p><b>Procedural presentation</b>  <i>Informative response –oral</i>                      Students create and present a spoken procedure by a character from a story, where the character is explaining how to do something.</p>	Week 10
		<p><b>PM/Probe:</b> Diagnostic reading assessment (Fiction)</p>	TBA

<p>Mathematics</p>	<ul style="list-style-type: none"> <li>• Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten.</li> <li>• Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections.</li> <li>• Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</li> <li>• Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns.</li> <li>• Shape — identify and describe the features of familiar three-dimensional objects, make models of 3D objects.</li> <li>• Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.</li> <li>• Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.</li> <li>• Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.</li> <li>• Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations.</li> </ul> <p>NAPLAN: 9<sup>th</sup> – 11<sup>th</sup> May</p>	<p><b>Adding, subtracting and partitioning numbers</b>  <i>Short answer questions</i>  Students add, subtract and partition numbers and solve problems using additive thinking and place value understanding.</p> <p><b>Conduct a chance experiment</b>  <i>Short answer questions</i>  Students collect and interpret data from a simple chance experiment.</p>	<p><i>Week 2</i></p> <p><i>Week 5</i></p>
<p>History</p>	<p>Students will investigate celebrations, commemorations and community diversity  Students will develop an understanding of the significance of celebrations and commemorations from their local community, Australia and other places around the world. They will record these events on a timeline and write an historical narrative about ANZAC day.</p>	<p><b>Collection of work:</b></p> <ul style="list-style-type: none"> <li>• Celebration and Commemoration Time line</li> <li>• Anzac Day historical narrative</li> </ul>	<p><i>Week 6</i></p>

<p>Science</p>	<p><b>Spinning Earth</b> - Students will:</p> <ul style="list-style-type: none"> <li>Investigate the effect of the Earth's rotation on its axis in relation to the position of the sun.</li> <li>Identify the observable/non-observable features of Earth and compare its size with the sun and moon.</li> <li>Consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth's rotation.</li> <li>Make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes.</li> <li>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.</li> <li>Identify how Aboriginal peoples used knowledge of the Earth's movement in their traditional lives (<i>link to History Unit</i>).</li> <li>Explore the relationship between the sun and the Earth to identify where people use science knowledge in their lives.</li> </ul>	<p>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>Sections compiled weekly, completed by Week 5</i></p>
<p>Technology</p>	<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 4</i></p>
<p>Geography</p>	<p><i>Assessed in Semester 2</i></p>		
<p>Health / Physical Education</p>	<p><b>Athletics: Take Your Marks, Get Set, Play</b> Students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individual based activities. Students will apply these skills in simple games and group challenges by refining movement concepts and strategies.</p>	<p>National Curriculum Unit Checklist and Criteria</p>	<p>On-going</p>
<p>The Arts (Music, Visual Arts, Dance, Drama and Media Arts)</p>	<p><b>Music:</b> Building on skills being developed in term 1, students will continue to consolidate and extend their repertoire of more complex rhymes and songs. 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 continue to develop skills in recorder playing including new notes (e' and a'). Students will use the recorder to imitate and create their own simple melodies.</p> <p><i>Dance, Drama and Media Arts formally assessed throughout Terms 3-4</i></p>	<p>Students read known notes in letter names and s m r d from staff or handsigns. Students dictate, and/or create and perform rhythms in compound time and simple time. Students create / improvise a 2 note melody on recorder.</p>	<p><i>4-7</i> <i>6-8</i> <i>5-8</i></p>

*At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C)*