

OVERVIEW OF EXPECTED OUTCOMES - TERM 3 – 2017

Oxley State School



YEAR 3	Expected Outcomes	Assessment	Week
English	<p>Unit 4: Examining stories from different perspectives Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</p> <p>Unit 5: 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>Unit 4: Retelling a narrative from different perspective <i>Imaginative response - written</i> Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.</p> <p>Unit 5: Reading Comprehension <i>Short answer questions</i> Students comprehend a story, drawing on knowledge of context, text structure and language features and to evaluate language and images in the text.</p> <p>Unit 5: Creating a multimodal text <i>Poster/multimodal presentation</i> Students create a multimodal imaginative text overcoming a fear, using software.</p>	<p><i>Term 3</i> <i>Weeks 5/6</i></p> <p><i>Term 3,</i> <i>Week 10</i></p> <p><i>Term 4,</i> <i>Week 2</i></p>

Mathematics	Students have opportunities to develop understandings of:	Money <i>Short answer questions</i> Students demonstrate the ability to represent money combinations, select appropriate coins and notes and calculate change.	Week 3
	<ul style="list-style-type: none"> • Number and Place Value: count in sequences up to 10 000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts; recall addition and subtraction number facts; add and subtract with multiples of 10 and 100; add and subtract 2-digit, 3-digit and 4-digit numbers; add two-digit numbers, using a written strategy • Money and Financial Mathematics: represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals • Fractions and Decimals: represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths • Location and Transformation: identify symmetry by folding and cutting shapes; describe shapes that are symmetrical and non-symmetrical; explain why some shapes and objects are symmetrical or non-symmetrical; draw lines of symmetry on shapes and images to justify their selection as symmetrical; classify shapes and objects as symmetrical or non-symmetrical • Measurement: Measure length using metres; Compare, order and measure the mass of objects; Measure the mass and capacity of familiar objects, using kilograms, litres; Say, read, write and show times (to five-minute intervals); Tell time to the minute • Patterns and algebra: identify and describe number patterns involving three-digit numbers; identify and continue patterns resulting from addition and subtraction 	Measurement and time <i>Short answer questions (two parts)</i> Students use metric units for length, mass and capacity. They solve problems involving telling time to the nearest minute.	Week 8
		Patterns and problem solving <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.	Week 10

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

YEAR 3	Overview of Expected Outcomes	Assessment	Week
Science	<p>Hot Stuff: In this unit, students will investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another. They will:</p> <ul style="list-style-type: none"> • Identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken, using a thermometer. • Identify that heat transfers from warmer areas to cooler areas. They will consider everyday questions about heat and conduct a range of investigations to solve them. • Plan and conduct investigations about heat and heat transfer and will collect data safely, using appropriate equipment to record formal measurements. • Represent their data in tables and simple column graphs, to identify trends, explain their results and reflect on the fairness of their investigations. • Identify the importance of science investigations to respond to questions. 	<p>Constructing and evaluating a water bottle cooler <i>Investigation Report</i></p>	Week 10

The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p>Music</p> <p>Building on skills being developed in Semester 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 the notes (e,g,a,b). Students will use the recorder to imitate and create their own simple melodies.</p>	<p>Students read known notes in letter names and s m r d from staff or handsigns and then sing these notes in tune.</p> <p>Students will write and perform a rhythmic osinato.</p> <p>Students will perform partner songs on the recorder.</p> <p>Students will perform recorder songs with the correct technique.</p>	<p>4-7</p> <p>6-8</p> <p>5-8</p>
	<p>Dance</p> <p>Students will improvise and structure movement ideas for dance sequences, using elements of dance and choreographic devices. They will practise technical skills safely in fundamental movements, perform dances using expressive skills, identify how the elements of dance and production elements express ideas in dance.</p>	<p>Part A: As a Year level, students will collaboratively make a dance and perform with control, accuracy, projection and focus.</p> <p>Part B: In small groups, students will vary locomotive and non-locomotive structured movements into dance sequences using the elements of dance and choreographic devices to represent an interpretation of the Year Level dance.</p> <p>Part C: Students individually describe and discuss similarities and differences between dances they make, perform and view. Students will discuss how they and others organised the elements of dance to produce their group’s performance.</p>	<p>On-going</p>