



OOONOONBA STATE SCHOOL
CURRICULUM OVERVIEW
Year 3
Term 2 2023

Science

Spinning Earth

In this unit students will:

- use their understanding of the movement of Earth to explain everyday observations such as day, night, sunrise, sunset and shadows
- identify the observable and non-observable features of Earth and compare its size with the sun and moon
- 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 and collect data safely
- represent their data in tables and simple column graphs to identify patterns and explain their results
- identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives
- explore the relationship between the sun and Earth to identify where people use science knowledge in their lives
- create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.

Maths

In this unit, students have opportunities to develop understandings of:

- **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
- **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
- **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
- **Patterns and algebra** — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns
- **Shape** — identify and describe the features of familiar three-dimensional objects, make models of 3-D objects
- **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
- **Geometric reasoning** — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.

English

Examining stories from different perspectives

Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.

Reading

- Developing phrased, fluent and accurate reading
- Use expression, volume, pace and observe punctuation
- Comprehension strategies: literal, inferential, synthesising, evaluative

Spelling

- Year 3 Spelling Program (C2C)

Writing

- Queensland cursive handwriting using joined letters that are clearly formed and consistent in size.

The Arts (Semester 1)

Visual arts – Tiny worlds

In this unit, students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.

Music – Let's celebrate *Specialist Teacher*

In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

Humanities and Social Sciences (Semester 1)

Our unique communities

In this unit, students will:

- 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.

Health and Physical Education

Physical Education – Take your marks, get set, play *Specialist Teacher*

In this unit, students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.

Health – Feeling safe *Specialist Teacher*

In this unit, investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.

The Resilience Project

Gratitude
Empathy
Mindfulness &
Emotional Literacy

Design and Technology (Semester 1)

What's for lunch?

In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.