



Curriculum Overviews are an important way for our community to **BELONG, TRUST AND FLOURISH.**

- A sense of **BELONG**ing comes from the community understanding what happens in our school.
- At Bellbird Park SS, you can **TRUST** that we implement the Australian Curriculum using appropriate pedagogy for cohorts and individuals.
- Here is a summary of the teaching, learning and assessment that will help your child to **FLOURISH** in **YEAR 3, TERM 1.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Examining stories and adapting ideas Students engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. These texts include the literature of Australian, First Nations Australian and world authors, and describe extended events with some unusual happenings within a framework of familiar experiences. Students explore how authors use language and illustrations to portray characters, settings and mood. Students use these texts as models when they create their own imaginative adaptation of a text and discuss their ideas.</p>	<p>Narratives: Using a text for inspiration - To discuss, comprehend and to create an imaginative text inspired by a familiar narrative. <i>Multimodal: written, spoken/signed</i></p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • manipulate numbers to 9 999 using understanding of place value in the base-10 number system including partitioning and regrouping <p>Space</p> <ul style="list-style-type: none"> • determine key features of familiar spaces and use these when creating spatial representations (maps) <p>Statistics</p> <ul style="list-style-type: none"> • undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings • recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results 	<p>Representing numbers to 9 999 To represent and order numbers to 9 999.</p> <p>Interpreting and creating a map To interpret and create a map.</p> <p>Conducting a guided statistical investigation To conduct a statistical investigation and create, interpret and compare data displays.</p>
SCIENCE	<p>Here today, gone tomorrow In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest</p>	<p>Investigating soil erosion - to describe how natural processes and human activity cause changes to Earth's surface. To investigate the erosion process, recording observations and suggesting possible reasons for their findings.</p>

	explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	
HASS	<p>Australia past and present Students will investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They will examine key people, events and values that shaped Australian society and its system of government and citizenship.</p>	Australia past and present - To investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet.
HPE	<p>Physical Education – Criss cross Students practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They examine the benefits of being healthy and physically active, and how they relate to skipping.</p> <p>Health - Culture in Australia — Positive interactions Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p>	<p>Physical Education - To perform skipping skills and tricks to complete skipping sequences. To describe the benefits of being healthy and physically active and how they relate to skipping. <i>Practical</i></p> <p>Health - Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses. <i>Collection of work</i></p>
TECHNOLOGIES (Digital Literacy)	<p>Digital Literacy learning continuum is organised into 4 elements:</p> <ul style="list-style-type: none"> • Practising digital safety and wellbeing • Investigating • Creating and exchanging • Managing and operating 	Not summatively assessed.
THE ARTS (Dance)	<p>Students:</p> <ul style="list-style-type: none"> • extend their awareness of the body as they incorporate actions using different body parts, body zones and bases • explore and experiment with directions, time, dynamics and relationships using groupings, objects and props • extend their fundamental movement skills by adding and combining more complex movements • use technical skills including accuracy and awareness of body alignment • explore meaning and interpretation, elements and forms including shapes and sequences of dances as they make and respond to dance • use expressive skills including projection and focus when performing dance for themselves and others. 	Not summatively assessed.