



## 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 3.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
<b>ENGLISH</b>	<p><b>Constructing a persuasive response</b></p> <p>In this unit students will engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas.</p> <p>Students will read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students will explore how texts are created, using different language features and structures depending on their purpose and audience.</p> <p>Students will engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They will use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students will use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.</p>	<p><b>Create a spoken text to express an opinion about a topic</b> - Students will create and deliver a spoken text to express a preference and opinions about a favourite text.</p>
<b>MATHEMATICS</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• recognise and represent unit fractions and multiples in different ways, communicating solutions within a modelling context</li> <li>• develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise</li> <li>• become increasingly aware of the usefulness of mathematics to model situations and solve practical problems</li> <li>• learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• use metric units to measure and compare objects</li> <li>• become increasingly aware of the usefulness of mathematics to model situations and solve practical problems</li> <li>• recognise the relationship between dollars and cents and learn to represent money values in different ways</li> </ul>	<p><b>Representing fractions and using mathematical modelling to solve practical problems</b> – To represent unit fractions and their multiples in different ways. To use mathematical modelling to solve practical problems involving multiplication and division.</p> <p><b>Measuring length, mass and capacity and making and classifying objects</b> - To estimate, compare and measure length, mass and capacity of objects. To make, compare and classify objects.</p>
<b>SCIENCE</b>	<p><b>Fast Forces!</b></p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an</p>	<p><b>Investigating contact and non-contact forces</b></p> <p>Students conduct an investigation about how contact and noncontact forces are exerted on an object. Students design and investigate their own</p>

	<p>object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>
<b>HASS</b>	<p><b>Connections to places</b></p> <p>In this unit students will investigate features of places and compare human and environmental characteristics of places. They will explore why some places are special to people, the interconnectedness of people, places and the environment, and the importance of using places sustainably and in ways that benefit the community.</p>	<p><b>Connections to places:</b> To investigate and compare places and conduct a waste management inquiry.</p>
<b>HPE</b>	<p><b>PE - Bat, catch, howzat!</b></p> <p>In this unit, students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games.</p> <p><b>Health – Feeling safe</b></p> <p>In this unit, students 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.</p>	<p><b>PE - Bat, catch, howzat!</b></p> <p>Students apply strategies for working cooperatively and to apply rules fairly. Students refine striking and fielding skills and concepts in active play and games. Students apply skills, concepts and strategies to solve movement challenges in striking and fielding games.</p> <p><b>Technique: Practical</b></p> <p><b>Health - Feeling safe</b></p> <p>Students 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.</p> <p><b>Technique: Assignment/Project</b></p>
<b>DESIGN AND TECHNOLOGIES</b>	<p><b>Pinball Paradise</b></p> <p>In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.</p>	<p><b>Pinball Paradise -</b> To make a pinball machine and design a games environment for its use.</p>
<b>THE ARTS – Visual Arts</b>	<p><b>Tiny Worlds</b></p> <p>In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.</p>	<p><b>Tiny Worlds -</b> To explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.</p>