



## 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 4.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
<b>ENGLISH</b>	<p><b>Novel Study</b> Through a novel study, students will build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students will read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They will use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.</p> <p>Students will engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students will spell multisyllabic words with more complex letter patterns.</p>	<p><b>Reading, viewing and comprehending imaginative texts:</b> students will read, view and comprehend an imaginative text and</p> <p><b>Writing and creating imaginative texts:</b> students will create a written narrative text using ideas drawn from a familiar text.</p>
<b>MATHEMATICS</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• manipulate numbers beyond 10 000 using understanding of place value in the base-10 number system, partitioning and regrouping</li> <li>• develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 2, 3, 4, 5, and 10 multiplication facts through games and meaningful practise</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>• develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events</li> <li>• become increasingly able to understand that different outcomes can be the results of random processes</li> </ul>	<p><b>Using numbers beyond 10 000, finding unknowns and creating algorithms:</b> students will estimate and solve problems involving two- and three-digit numbers. To find unknowns in addition and subtraction and create algorithms and explore patterns.</p> <p><b>Identifying likelihood of events and conducting chance experiments:</b> students will identify outcomes and the likelihood of events and conduct repeated chance experiments.</p>
<b>HASS</b>	<p><b>Connections to places</b> 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>THE ARTS – Visual Arts</b>	<b>Tiny Worlds</b> In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.	<b>Tiny Worlds</b> - To explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.
<b>HPE</b>	<b>PE – What's your Target</b> In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).  <b>Health - Feeling Safe</b> 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.	<b>PE – Not summatively assessed</b>  <b>Health – Feeling Safe</b> To investigate how emotional responses vary and understand how to interact positively with others. To use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.
<b>Science</b>	<b>Material Use</b> In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.	<b>Physical properties and purpose of familiar materials</b>  Activity description: Students identify physical properties of materials and objects that are made from particular materials. Students explain purposes for which materials are used, use materials and equipment safely, represent data and communicate their observations and ideas.