



**SPRINGFIELD CENTRAL STATE SCHOOL**  
**YEAR 3**  
**2021**  
**TERM 4 OVERVIEW**



Learning Area	CONTENT	ASSESSMENT
ENGLISH	<p><b>Reading, writing and performing poetry</b></p> <p>In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.</p>	<p>Students write and present an adaptation of a poem.</p>
MATHS	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>▪ recall addition and related subtraction number facts,</li> <li>▪ use number facts to add and subtract larger numbers,</li> <li>▪ use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy,</li> <li>▪ recall multiplication and related division facts,</li> <li>▪ double and halve 2-digit and 3-digit numbers,</li> <li>▪ multiply 2-digit numbers by single-digit multipliers,</li> <li>▪ interpret and solve multiplication and division word problems</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>▪ identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections),</li> <li>▪ describe the fractional relationship between parts and the whole,</li> <li>▪ record fractions symbolically,</li> <li>▪ recognise key equivalent fractions,</li> <li>▪ solve simple problems involving fractions</li> </ul> <p><b>Location and transformation:</b></p> <ul style="list-style-type: none"> <li>▪ represent symmetry,</li> <li>▪ interpret simple maps and plans.</li> </ul> <p><b>Data representation and interpretation</b></p> <ul style="list-style-type: none"> <li>▪ identify questions of interest based on one categorical variable,</li> <li>▪ gather data relevant to a question,</li> <li>▪ organise and represent data,</li> <li>▪ interpret data displays</li> </ul> <p><b>Chance</b></p> <ul style="list-style-type: none"> <li>▪ explore the language of chance,</li> <li>▪ make predictions based on data displays</li> </ul> <p><b>Using units of measurement</b></p> <ul style="list-style-type: none"> <li>▪ measure, order and compare objects using familiar metric units of length, mass and capacity,</li> <li>▪ tell time to the minute,</li> <li>▪ investigate the relationship between units of time</li> </ul> <p><b>Location and transformation</b></p> <ul style="list-style-type: none"> <li>▪ create and interpret simple grid maps to show position and pathways,</li> <li>▪ identify symmetry in the environment</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>▪ make models of three-dimensional objects,</li> <li>▪ sort and describe three-dimensional objects with curved surfaces.</li> </ul> <p><b>Geometric reasoning</b></p> <ul style="list-style-type: none"> <li>▪ identify angles as measures of turn,</li> <li>▪ compare angle sizes in everyday situations.</li> </ul>	<p>- Monitoring</p> <p>-Diagnostic test</p> <p>Assessment:</p> <p>- Short answer questions - Multiplication and fractions</p> <p>- Short answer questions – interpreting grid maps, identifying symmetry, three-dimensional objects and angles.</p> <p>- Project - Making three-dimensional models and recognising angles</p>
SCIENCE	<p><b>SPINNING EARTH</b></p> <p>In this unit students will demonstrate their knowledge of the Earth's rotation on its axis in relation to the position of the Sun to suggest explanations for everyday observations. These include shadows, day and night and length of days. Students will make predictions using their prior experiences. They will collect and present data to help answer questions. Students will examine uses of these everyday observations of the relationship between the Sun, Moon, Earth and time, in various cultures.</p>	<p>Students to explain their understanding of Earth, including night and day, sunrise and sunset, and shadows.</p>
HASS	<p><b>EXPLORING PLACES NEAR AND FAR</b></p> <p>In this unit students will explore the following inquiry question:</p>	<p>A collection of work</p> <ul style="list-style-type: none"> <li>- Representing Places</li> <li>- Identifying Similarities and</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How and why are places similar and different?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>▪ identify connections between people and the characteristics of places</li> <li>▪ describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li> <li>▪ interpret data to identify and describe simple distributions and draw simple conclusions</li> <li>▪ record and represent data in different formats, including labelled maps using basic cartographic conventions</li> <li>▪ describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li> <li>▪ explain the role of rules in their community and share their views on an issue related to rule-making</li> <li>▪ • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul>	<p>Differences - Making decisions</p>
<p>PROGRAM ACHIEVE</p>	<p><u>PERSISTENCE</u> Students are working towards the goals of:</p> <ul style="list-style-type: none"> <li>▪ Trying hard when encountering difficult material</li> <li>▪ Staying with difficult tasks until they are completed</li> </ul> <p><u>RESILIENCE</u> Students are working towards the goals of:</p> <ul style="list-style-type: none"> <li>▪ Remaining calm in confronting or challenging situations.</li> <li>▪ Calms down in a reasonable period of time when very upset</li> <li>▪ * Always bouncing back to work or play.</li> </ul>	<p>- Monitoring &amp; Observation</p>