



SPRINGFIELD CENTRAL STATE SCHOOL
YEAR 3
2024
TERM 4 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>CONSTRUCTING A PERSUASIVE RESPONSE</p> <p>Students engage with a variety of fiction and non-fiction texts, with content of increasing complexity and technicality. Texts may reflect topics being studied in other learning areas. Texts support and extend students as independent readers.</p> <p>Students explore how texts use different language features and structures depending on their purpose, including stages of a basic argument.</p> <p>Students create a multimodal persuasive text for a particular purpose and audience.</p>	<p>Assessment Technique – Extended response</p> <p>Presentation</p>
MATHS	<p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none"> recall addition and related subtraction number facts represent multiplication as arrays and repeated addition recall multiplication facts of two, three, five and ten and related division facts interpret and solve multiplication word problems identify part-part-whole relationships in multiplication situations <p>FRACTIONS AND DECIMALS</p> <ul style="list-style-type: none"> identity, represent and compare familiar unit fractions with shapes and collections describe the fractional relationship between parts and the whole record fractions symbolically solve simple problems involving fractions <p>MONEY AND FINANCIAL MATHEMATICS</p> <ul style="list-style-type: none"> represent money amounts choose coins and notes to match a purchase price calculate change add totals <p>DATA REPRESENTATION AND INTERPRETATION</p> <ul style="list-style-type: none"> identify questions of interest based on one categorical variable gather data relevant to a question organise and represent data interpret data displays <p>USING UNITS OF MEASUREMENT</p> <ul style="list-style-type: none"> tell time to the minute investigate the relationship between units of time 	<p>Assessment Technique – Test/Examination</p> <p>Using unit fractions and multiplication</p> <p>Telling time to the nearest minute</p> <p>- Guided Inquiry</p> <p>Investigating change</p>
SCIENCE	<p>WHAT'S THE MATTER?</p> <p>In this unit, students will investigate the properties of solids and liquids and the effect of adding or removing heat, including a change of state between solid and liquid. They will explore how science is involved in making decisions and how it helps people to understand the effect of their actions. Students will evaluate how adding or removing heat affects materials used in everyday life. They identify that science is involved in describing patterns and relationships in the way solids and liquids behave. They will recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of solids and liquids in their everyday lives.</p>	<p>Assessment Technique – Experimental Investigation Test/Examination</p> <p>Investigating solids and liquids</p>
HASS	<p>EXPLORING PLACES NEAR AND FAR How and why are places similar and different?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> identify connections between people and the characteristics of places describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places interpret data to identify and describe simple distributions and draw simple conclusions record and represent data in different formats, including labelled maps using basic cartographic conventions describe the importance of making decisions democratically and propose individual action in response to a democratic issue explain the role of rules in their community and share their views on an issue related to rule-making communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms 	<p>Assessment Technique – Investigation</p> <p>Exploring places near and far</p>
PROGRAM ACHIEVE	<p>Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. Students will be given opportunities to learn the benefits of mindfulness and how it relates to their wellbeing and achievement. They will understand that when faced with challenging and demanding situations, they can be resilient and use positive thinking to overcome blockers.</p>	<p>Monitoring</p> <p>Observations</p>