



# SPRINGFIELD CENTRAL STATE SCHOOL

## YEAR 3

## 2024

## TERM 2 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
<b>ENGLISH</b>	<p><b>CREATING INFORMATION REPORTS</b></p> <p>Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas. The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading. Students explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning.</p> <p>Students use these texts as models to create their own report to present to an audience.</p>	<p><b>Assessment Technique – Extended Response</b></p> <p>Multimodal</p>
<b>MATHS</b>	<p><b>NUMBER AND PLACE VALUE</b></p> <ul style="list-style-type: none"> <li>represent 3-digit numbers</li> <li>compare and order 3-digit numbers</li> <li>partition 3-digit numbers into place value parts</li> <li>partition 3-digit numbers using non-standard partitioning</li> <li>use place value to add and subtract 2-digit and 3-digit numbers</li> <li>use addition facts to add and subtract single-digit numbers</li> <li>recall multiplication number facts</li> <li>double and halve 2-digit and 3-digit multiples of 10</li> <li>use the compensate strategy to add 8 or 9 to a 2-digit number</li> <li>represent multiplication and division using arrays and groups</li> <li>solve simple problems involving multiplication</li> <li>count beyond 1000 in multiples of 1, 10 and 100</li> <li>use part-part-whole thinking to solve addition and subtraction problems</li> </ul> <p><b>PATTERNS AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>investigate the 2's, 3's, 5's and 10's number sequences</li> </ul> <p><b>USING UNITS OF MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>tell time on analogue and digital clocks to quarter past/quarter to</li> <li>tell time on analogue and digital clocks at five-minute intervals</li> <li>match representations of time at five-minute intervals (clock, word, numeral)</li> <li>read, write and make times at five-minute intervals</li> <li>measure length with non-standard units</li> <li>represent a metre</li> <li>measure with metres and compare with non-standard units</li> <li>select appropriate units to measure and compare length and distances</li> <li>describe objects by referring to attributes of length</li> <li>measure accurately with metres</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>SHAPE</b></p> <ul style="list-style-type: none"> <li>draw, identify and label features of three-dimensional objects</li> <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><b>Assessment Technique – Test/Examination</b></p> <p>Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles</p> <p>Adding, subtracting and partitioning numbers</p>
<b>SCIENCE</b>	<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><b>Assessment Technique – Poster/multimodal presentation</b></p> <p>Investigating the sun, Earth and us</p>
<b>HASS</b>	<p><b>OUR UNIQUE COMMUNITIES</b></p> <p>How do people contribute to their unique communities?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>identify individuals, events and aspects of the past that have significance in the present</li> <li>identify and describe aspects of their community that have changed and remained the same over time</li> <li>explain how and why people participate in and contribute to their communities</li> <li>identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>communicate their ideas, findings and conclusions in visual and written forms</li> </ul>	<p><b>Assessment Technique – Investigation</b></p> <p>Our unique communities</p>
<b>PROGRAM ACHIEVE</b>	<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. Utilising a growth mindset, they will work towards developing the skills of confidence, persistence and organisation to work and achieve as a team. Students will acknowledge the character strengths in themselves and others when building positive relationships.</p>	<p><b>Monitoring</b></p> <p><b>Observation</b></p>