|  |
| --- |
| **Year 3 Term 1 Overview 2018** |
| ENGLISH |
| **Speaking & Listening** | **Reading & Viewing** | **Writing & Representing** | **Grammar, Punctuation & Vocabulary** | **Spelling** |
| Presenting formal speeches and improving skills in impromptu speaking.Participate in class discussions.  | Read texts as a group in Guided Reading, individually, and as whole class shared reading using picture books, school magazines and novels. The focus during reading lessons is understanding the text. | Identify and compose persuavive texts eg. Expositions, debates, newspaper editorials, advertisements.Identify and compose imaginative texts including narratives. Reread and edit own writing and explain the purpose. | Learn the grammar required for the different texts studied in writing. | Use knowledge of phonics, spelling strategies and rules to spell words, including high frequency words, theme words related to topics studied and unfamiliar words as they arise. |
| **Responding & Composing** | **Handwriting & Using Digital Technologies** | **Thinking Imaginatively and Creatively** | **Expressing Themselves** | **Reflecting on Learning** |
| Students will develop their critical thinking skills by expressing their point of view on different topics.  |  Students will learn the strokes to join letters (NSW Foundation Cursive).They will use a range of software to construct, edit and publish texts.  | When reading texts and writing, students will be encouraged to think imaginatively eg. to imagine what happens to characters after the text. | Students will make connections between their own experiences and those in texts.  | Students will edit their work and be encouraged to reflect and improve on their learning. |
| MATHS |
| **Number and Algebra** | **Measurement & Geometry** | **Statistics and Probability** |
| * Count forwards and backwards by tens or hundreds, on and off the decade.
* Use place value to read, represent and order numbers up to five digits.
* select and use mental strategies to add and subtract 2, 3, 4 and 5 digit numbers
* imaths investigation- What’s In 100 Words
 | * Estimate, measure, compare and record lengths and distances using metres, centimetres and/or millimetres.
* Convert between metres and centimetres and vice versa.
 | * construct vertical and horizontal column graphs and picture graphs that represent data using one-to-one correspondence.
* describe and interpret information presented in simple tables, column graphs and picture graphs.
 |
| Geography |
| **Australian Places**Students will investigate the location of Australia’s states, territories, major cities and regional centres, as well as the oceans and seas that surround Australia. They will be researching and discussing the major natural and human features, such as deserts, rivers, mountains and well-known built structures. Students will also be investigating how the protection of places is influenced by people’s [perception](http://syllabus.bos.nsw.edu.au/glossary/ge/perception/?ajax) of places. |
| SCIENCE AND TECHNOLOGY |
| **Living Cycles**Students will identify some features of living things that distinguish them from non-living things, eg growing and reproducing. They will observe first-hand a plant as it grows and develops, and sequence the stages in its life cycle. Students will also research an animal and identify the stages of its life cycle, and discuss ways that the environment can affect the life cycle of all living things. |

|  |
| --- |
| CREATIVE ARTS |
| **Visual Arts** | **Music** | **Dance** | **Drama** |
| Experiment with a variety of mixed media. Some art lessons will focus on skills, while others will be linked to Learning Areas. | Students will sing and move to the beat of music, identify structure and changes in pitch, tempo and beat. | Experience dance activities through morning fitness with their grade.  | Participate in drama activities and plays that may be performed in front of others or in stage assemblies. |
| PDHPE |
| **Personal Development and Health** | **Physical Education** |
| Through PBL (Positive Behaviour for Learning), students will identify and discuss the importance of making sensible choices in order to have a safe environment at school that promotes successful learning for all students. As part of the Bounce Back program, students will be looking at the effects of bullying. They will discuss and identify ways of dealing with situations that may arise. | Crunch and Sip Students are encouraged to eat fruit or vegetables daily during their allocated Crunch and Sip break to maintain energy levels.Student awareness of the importance of healthy eating is encouraged.Sun SafetyStudents are encouraged to wear their hat outdoors for all activities to avoid over exposure to the sun. | Students will practice fundamental movement skills, aerobic routines and endurance activities during class fitness. Friday Stage 2 Sport- Modified games and skills.  |