



ENGLISH

Unit – Investigating characters

In this unit students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.

Unit - Exploring character and setting in texts

In this unit students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.

SPELLING - Students will cover Soundwaves units 11– 20.

READING - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension. Home reading is an important part of their reading program and will continue throughout the year.

MATHEMATICS

Number

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context

Measurement

- use metric units to measure and compare events and duration

SCIENCE

Unit – Spinning Earth

In this unit students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. Students will represent their data in tables and simple column graphs to identify patterns and explain their results. They will identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students will explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They will create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.



HASS - (Humanities & Social Sciences)

Unit - Our Unique Communities

Inquiry question:

How do people contribute to their unique communities?

In this unit, students:

Identify individuals, events and aspects of the past that have significance in the present.

Identify and describe aspects of their community that have changed and remained the same over time.

Explain how and why people participate in and contribute to their communities.

Identify a point of view about the importance of different celebrations and commemorations to different groups.

Pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions.

Sequence information about events and the lives of individuals in chronological order.

Communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

TECHNOLOGIES – Digital

Unit – What digital systems do you use?

In this unit, students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.

Mrs Woodward – hbjo0@eq.edu.au



AUSLAN

This term in Auslan, Karalee students will be learning many 'High Frequency Words'. These are words that are frequently used throughout sentences. The HFW will be explicitly taught and then as a whole class we will place these HFW into sentences. This will begin to create flow for the students in their interactions with each other. Finger spelling the letters of the alphabet, number counting, colours, animals, manners and greetings will all continue to be revised. These basic Auslan skills will continue to be developed through discussions together, movement and song.

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MUSIC

Unit – Music of different lands & cultures

Students will compare the expectations and requirements of performers and audiences in different cultural settings. They will sing the chorus and verse in extended forms. Students will rehearse a new recorder piece focussing on the extension of melodic movement to include notes leaping.

Mrs Myatt – kmayt3@eq.edu.au

HPE - (Health & Physical Education)

Health:

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.

Physical Education:

This term Year 3 students will be participating in an athletics program performing throwing (shot put and discus) sequences and demonstrate running (sprint), jumping (long jump and high jump) sequences in authentic track and field situations to show the elements of movement. This will culminate in the Senior Interhouse Athletics Carnival at the end of term 2.

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