



Stafford Heights State School Curriculum Overview Term 1, 2021—Year 3A

Maths

Students develop understandings of:

Number and place value — count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts

Using units of measurement — tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres

Chance — conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments

Data representation and interpretation — collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.

Technologies

Design and Technology: What's for lunch?

This semester, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies

English

Analysing and creating persuasive texts

Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.

Investigating characters

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.

Health and Physical Education

Good friends

Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how meeting challenges strengthens identity.

Superstars Splish Splash

In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.

Science

Is it living?

Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.

The Arts

Media Arts—Persuade to protect

This semester, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.

Drama—Dramatic traditions

Students will make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. Students will explore the elements of drama as they create and perform scripted drama and through improvisation. They will also participate in a variety of drama games.

Music—Musical Characters & Action

Students will make and respond to music by exploring the ways characters are portrayed musically. Students will practise singing, playing instruments and improvising to music to portray characters, using the elements of music. They will collaborate to compose a piece of music that communicates ideas about characters and actions.

HASS

Our Unique communities

Inquiry questions:

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

Languages

My place your place

Students use language to explore the concept of housing in Chinese-speaking cultures and make connections with student's own personal spaces within a home. Students use a range of language to discuss and describe furniture, rooms and appliances found in the home.