



IMPORTANT DATES

Labour Day

Monday 12th March

PYP Community Evening

Thursday 22nd March
(4pm - 7pm)

School Photographs

Monday 26th March to
Wednesday 28th March

Last Day of Term

Thursday 29th March

YEAR THREE MINI-SCHOOL TEAM

3A – **Kristin Vanden Haute-Smit**

3B – **Megan Saunders**

3C – **Brooke Danaher**

3D – **Alanna Askew**

3E – **Louise Wylaz**

3F – **Jessica Mastroianni**, Acting
Teaching Specialist

3G – **Teeagan Brown**

3H – **Ellie Sunderman**

3I – **Suzi Koneski**, Acting Leading
Teacher

3J – **Fiona Pritchard**

3K – **Chloe Curwood/ Lauren
Fleetwood**

Education Support – **Aaron, Chris,
Christine, Leah, Michelle, and Noah**

Assistant Principal – **Helen Welsh**

YEAR 3 CURRICULUM OVERVIEW TERM 1 2018

Dear Parents and Carers,

The Grade Three's have made a fantastic start to 2018 demonstrating enthusiasm and commitment towards developing their skills and taking all opportunities to grow.

The children and teachers focused on "Learning to Learn" in the first four weeks of this term. The children explored their strengths as learners and formed their class essential agreement as they developed as a community of learners. Teaching students how they learn helps students develop transferrable skills which will contribute to lifelong learning. The teachers developed an understanding of your child as a learner, their motivation and used this time to connect with each child's thinking. Students are beginning to set personal learning goals for all areas of the curriculum using the Alamanda Learning Continua based on the Western Australian First Steps Continuum. Learning goals were defined in reading, writing, spelling, oral language and mathematics.

Parallel to the "Learning to Learn" program the students and teachers developed the first Unit of Inquiry for the year using a 'negotiated curriculum' approach developed by James Beane and Barbara Brodhagen. This approach provides the students with choice and a voice to connect them with their learning. The negotiated curriculum model is based on students' own questions about themselves and about the world and on teachers' understandings of questions the "world poses to students". This integrated curriculum model is also "coherent" in that it reflects the natural relationship between different disciplines of knowledge. The students identified questions or wonderings they had about the world and with their teachers of linked these wonderings to the IB concepts and developed "Central Ideas" to explore further. This process promotes

student agency, ensuring their interests are being addressed to engage students with curriculum and link with teaching and learning contexts. Each of the classes organised their questions, presenting to others and developing commonalities across their year level. The teachers and students then linked these concepts to a Transdisciplinary Theme and Central Idea as a basis for the 2018 Primary Years Programme of Inquiry.

PRIMARY YEARS PROGRAMME

Inquiry 1: How we organise ourselves

In Term One students have demonstrated a range of Primary Years Programme, Learner Profile attributes including enthusiasm, curiosity and cooperation when participating in their first Unit of Inquiry for 2018.

Transdisciplinary Theme: How we organise ourselves

Central Idea: Extreme natural events can impact humans and the environment.

Key Concepts: Causation (Why is it like this?) and Connection (How is it connected to other things?)

Lines of inquiry:

- Natural disasters can impact the earth and its atmosphere
- The physical characteristics of the earth
- Humans may respond and adapt to the challenges of natural events

Throughout this Unit of Inquiry students have been covering content from the Victorian Curriculum in the areas of Science, as well as Geographical knowledge. The students have been inquiring into extreme natural events and how they impact humans and the environment.



Students were encouraged to develop further wonderings and Approaches to Learning including research and thinking skills. Students were encouraged to discuss these ideas and concepts at home with their families, watch the news, read the newspaper and bring in artefacts that show their connection to the Unit of Inquiry to strengthen the work that was being done in the classroom.

MATHEMATICS

In Numeracy, the Year Three students have been working on a range of concepts from each strand. The students have been supported with concepts, which have been taken from within the Victorian Curriculum. These concepts proved challenging for the students when sitting previous NAPLAN assessments and as a result of this each class has been differentiating to suit the needs of the individual learner. Over the term the students have been able to participate and engage in a range of both individual and small group practise. The students have been exploring open ended tasks using mental strategies and concrete materials, as well as a range of iPad applications.

Number and Algebra:

Students will know, understand and be able to:

- Investigate the conditions required for a number to be odd or even and identify odd and even numbers
- Recognise, model, represent and order numbers to at least 10 000
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems

- Investigate and use the properties of odd and even numbers
- Recognise, represent and order numbers to at least tens of thousands
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies

Statistics and Probability:

Students will know, understand and be able to:

- Identify questions
- or issues for categorical variables. Identify data sources and plan methods of data collection and recording
- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
- Interpret and compare data displays
- Select and trial methods for data collection, including survey questions and recording sheets
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values
- Evaluate the effectiveness of different displays in illustrating data features including variability

Measurement and Geometry:

Students will know, understand and be able to:

- Tell time to the minute and investigate the relationship between units of time
- Make models of three-dimensional objects and describe key features
- Explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects

ENGLISH

In Literacy our teaching and learning has assisted students to better understand our Unit of Inquiry. Students have utilised mentor texts to learn as much as they could from the experts - published authors! We have also been scaffolding the students to become more independent with their learning, and to be able to 'think aloud' by explaining their thinking and justifying their thoughts. Students have been working through whole class and individual goals in both Reading and Writing.

Reading:

With the support of mentor texts and nonfiction texts, our literary focus has been to develop students' comprehension skills to develop a better understanding of the author's intended meaning in a text. Students have been working on multiple techniques including the Question Answer Relationship (QAR) and Reciprocal Reading Strategy. The QAR strategy has taught students how to ask questions about their reading and where to find the answers in a text. They are moving beyond literal thinking and the answers being 'right there', to being able to make text connections and find the inferred meaning. It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

We have exposed the students to reciprocal teaching, one way to work in book groups to discuss and unpack our understanding of a text. Students have been working collaboratively in groups to make predictions, question, clarify, summarise, visualise and infer multiple texts.

The following statements from the Victorian Curriculum guided the teaching and learning:

- Use comprehension strategies to build literal and inferred meaning and

- begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

The following statements were used to set goals using the Alamanda Learning Continua based on the 'First Steps' Reading continuum:

- Use a range of strategies effectively to find relevant information in texts.
- Make inferences and predictions based on information that is both explicit and implicit in a text.
- Talk about character in a book using picture clues, personal experiences and the text to make inferences
- Can justify own interpretation of a text
- Reflects and discuss issues and topics when reading and viewing
- Organise logical responses to a text

Your child has been supported in choosing appropriate reading materials and to source their reading texts independently. It is recommended that you read with your child every night for at least 10 minutes. Please take the time to listen to your child as your personal interest makes their reading experience more rewarding and enjoyable. After reading ask your child to use the comprehension strategies used in class to discuss their book.

Writing:

In writing, students have been exploring narrative texts. They have had the opportunity to inquire into narrative language features and structure through the use of mentor texts.

The following statements from the Victorian Curriculum guided our teaching and learning:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose

- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
- Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features
- Create texts that adapt language features and patterns encountered in literary texts
- Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts

We have further unpacked these statements through the Alamanda Learning Continua:

- Group sentences containing related information into paragraphs
- Write a topic sentence and include relevant information
- Develops a topic fully creating more complex sentences using subject-specific vocabulary appropriately planning my writing using lists diagrams or other relevant information

Spelling:

Spelling has been integrated throughout the reading and writing program, with teachers introducing strategies to assist students in developing their understanding of how words work. Students have investigated how to use letter-sound relationships and apply their knowledge of spelling rules to assist their reading and writing, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'.

Speaking and Listening:

In speaking and listening, students have had the opportunity to participate in a variety of group discussions. This has enabled the students to focus on sharing their ideas with extended and technical vocabulary, while developing ways of expressing their opinion.

ICT AND DESIGN TECHNOLOGIES

All students will have Edmodo and Seesaw accounts to connect, share ideas, ask questions, complete homework and showcase their achievements. Both students and parents will be able to give feedback to each other and discuss their learning. Students will continue to use learning apps such as Mathletics and Raz Kids to support their learning both at school and home.

Grade 3 students will continue to be introduced to the Sphero during robotics and coding throughout first Semester. Coding helps students to be thinkers by problem solving and exploring their creative, innovative and imaginative ideas, linking in strongly with the Critical and Creative Thinking Capability in the Victorian Curriculum. Coding within the classroom promotes cooperative learning amongst



peers as they collaborate and grow their ideas in teams. It will link with all areas of learning to assist with the development of literacy and numeracy skills also. This will allow students to inquire further into robotics and develop their thinking and communication skills through the use of robots.

HOMEWORK

The students in Year 3 will continue to take home activities to further support their learning in class. Please feel free to speak to classroom teachers about homework or the challenges your child might have with their homework.

Once again, please feel free to speak to your child's classroom teacher if there are any concerns or if you would like to know more about our program for the upcoming term. The Year 3 Team will continue to work in partnership with parents and carers to ensure all learning needs and other student needs are met and are carefully dealt with.

SCHOOL ASSEMBLY

The children will attend Year 2 – 6 Assembly with their timetable grouping, each week in the "Great Space."

Timetable A – Tuesday at 8:40am including 3A, 3B, 3C

Timetable B – Wednesday 8:40am including 3D, 3E, 3F, 3G

Timetable C – Monday 12:00 noon including 3H, 3I, 3J, 3K.

Parents and carers are welcome to attend. The School Assembly is an opportunity to focus on the effort and achievements of the students as they develop their Learner Profile and Attitudes. Each week two classes make a short presentation during the Assembly to share a learning highlight from their classroom. This provides the students with an opportunity to further develop their oral presentation skills and to listen to and ask questions about topics of interest, developing student voice. All children receive daily recognition for their effort and the awards at Assembly form part of this recognition.

We look forward to working with you all this year.

Thank you,
Year 3 Team 2018



ART

At Level 3, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.

During Term 1 we will inquire into various cultures around the world, beginning with the art from India. Students will know of the special Hindu celebration 'Holi'. They will be introduced to special parts of the celebration, including the elephant festival, where elephants are decorated elaborately for the parade. Students will begin by engaging in a range of formative assessment pieces designed to allow them to understand this style of art. They will understand the significance of elephants in the celebration and develop a range of techniques in various mediums. To demonstrate their understanding of the inquiry, students will create their own decorated elephant inspired by those in the Holi festival. This piece of work will constitute part of the grade 3 Semester 1 portfolio.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Miss Cicivelli, Miss Davey and Ms Mitchell

P.E.

At Level 3, students build on previous learning in movement to help develop greater proficiency across the range of fundamental movement skills in a range of settings, including indoor, outdoor and aquatic. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Level 3 curriculum also provides opportunities for students to develop through movement personal and social

skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

In Term 1 of Physical Education, Grade 3 students will aim to develop their Speed, Agility and Quickness through a series of circuit based fitness activities. Students will inquire into the different training methods used to develop these skills and the impact these skills have across a variety of sports. Thereafter, students will participate in Cultural games unit, promoting and bringing awareness to different cultures and the games they play. Students will approach this unit with an open mind as they conduct themselves in a principled manner through fairness, honesty and inclusion.

Throughout every Physical Education lesson, students are expected to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during Physical Education.

At Alamanda College, we aim for maximum participation in Physical Education and ask for students to bring a hat and drink bottle to all lessons. If your child cannot participate in a particular lesson, then please send them to their Physical Education teacher with a signed note outlining the reason for their non-participation.

PE Team

LANGUAGE

At Level Three, students continue to develop their Chinese speaking, reading, writing, and listening skills. They will gain a greater awareness of the similarities that can exist between Mandarin Chinese and English, develop their ability to engage in simple, personal interactions with others, and understand the importance of Chinese as a global language.

As internationally minded learners, Grade Three students will conduct an inquiry into Languages of the World. To introduce the unit, students will share their home languages, and conduct research into the languages that they are interested in learning. Throughout the unit, they will share their thoughts about why they are

interested in those languages, why they think languages are important to know, and find out which parts of the world speak those languages. Students will learn how to name different languages in Chinese, and will learn two key sentences to introduce what languages they can speak (我会说..) and what languages they want to learn (我想学...). Further developing their knowledge and understanding of the Chinese language system, students will learn about the radical 言 / 讠. To engage them in the unit, students will be given creative opportunities to practise their speaking, reading, writing, and listening skills through conducting short interviews with one another, creating a balloon self-introduction, creating a paper fidget spinner labelled with their languages of interest, and playing games.

The approaches to learning will be used to guide the students' understanding of how a good learner involves themselves in their learning, and takes responsibility for their learning in the classroom. Students will be encouraged and supported to be risk-takers by approaching new ideas and tasks with enthusiasm and curiosity. Activities are designed to engage students in learning, and allow opportunities for connections to be made with the individual student.

DRAMA

In Year Three, students learn about a range of ways artistic elements can be used to communicate experiences, observations and things imagined. Using ideas and concepts taken from themes,

scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes. Students are able explain how the elements of Drama communicate meaning by comparing drama from different social, cultural and historical contexts.

During our first focus for the program, students will be exploring the dramatic element of Melodrama. Students will be researching the stock characters involved in a Melodrama, and how the use of melodrama can manipulate a story and evoke emotions from an audience. Students will show their understanding by developing their own ensemble performance which will be filmed onto their iPads for documenting. Students will develop their knowledge on how to modify their work in response to feedback from other students in the class.

Students will begin inquiring into the different roles involved in theatre crafting; experimenting with directing other students in the performance making process. They will be encouraged to take responsibility when directing others in how the performance is presented.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.



MUSIC

Students in Grades Three and Four will explore the elements of music such as pitch, rhythm, structure, dynamics and tempo using acoustic and electronic instruments and play music from different cultures, times and locations. They will refine their music skills to communicate specific ideas to an audience and analyse certain compositions to discover its purpose using music terminology.

Our first focus for the year will revolve around who we are. Students will have a chance to personalize existing songs by modifying the elements of music in given material that revolves around personal identity. They will also have the chance to do this with songs that reflect upon where we are in place and time. Along their journey they will identify features of existing songs that help achieve particular emotions and meaning before they also attempt to achieve a similar effect.

We will be using our PYP Learner Profiles to further our students' skills as Thinkers by producing ideas that will help achieve the set goals and become more Courageous with the opportunity to produce something unique and meaningful to them.

FOOD TECHNOLOGY

As outlined in the Australian curriculum – Design and Technologies, in year 3 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

SCIENCE

The Grade 3 science curriculum will focus on how forces can be exerted by one object on another through direct contact or from a distance. Students will explore how contact forces are similar to non-contact forces in terms of objects pushing and pulling another object. Experimenting with a range of games will show first hand these forces. Further to this, students will investigate the effect of forces on the behaviour of an object through different actions, for example, throwing, dropping, bouncing and rolling. Students will also compare and contrast the effects of friction on different surfaces by planning and conducting an experiment and using a force meter to measure the size of the force. Also, use robotics to build a simple machine and relate this to the forces present and its ability to move. Finally, students will look at magnetism and gravity as a non-contact force. While focusing on magnetism, students will find which materials are magnetic and then test their predictions. Including exploring the forces of attraction and repulsion between magnets and finding the north and south poles of different types of magnets using a compass. While focusing on gravity, students will develop an understanding on the force of gravity, a force that acts from a distance on and between all objects, and how to communicate their ideas about gravity and the different ways they experience it in their lives.

