



YEAR 3 CURRICULUM OVERVIEW TERM 3 2018 (Inquiry 5)

Dear Parents and Carers,

Brrr! Welcome back to a very cold Term Three. Teachers are very excited to be back and to start new units of work with your children. Students are thrilled to start the exciting programs on offer here at Alamanda such as Science, Tennis and our famous Year Three Friday tournaments. We encourage our families to come along on Fridays to support your child's class in the games as this builds enthusiasm and encourages a team spirit.

We would also like to take this opportunity to thank all our families who participated in our mid-year conferences and would like to welcome the families who missed out to make a time with your classroom teacher to sit and view your child's portfolio.

We are very excited to hear your children talk about current world events and making connections to past inquiry units. This proves that students are developing their awareness of world events and are beginning to make meaningful connections.

UNIT OF INQUIRY 5

Transdisciplinary Theme: Where we are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries; exploration and migration of humankind; relationship between the interconnectedness of individuals and civilisation from local and global perspectives.

Central Idea:

Exploration may lead to discovery and change.

Key Concepts:

- Causation
- Perspective
- Change

Lines of inquiry:

- Explorers and their journeys
- Reasons for exploring new land
- The impact of exploration

Learner Profile:

Risk Taker - Students to develop an understanding that explorers needed to be courageous to find new land and leave their families and homes behind to do so.

Inquirer - Building an understanding that an explorer needs to have curiosity to want to explore new land.

Attitudes:

Commitment - It's going to be a long journey, students will be looking through the perspective lens and making connections with the commitment demonstrated to be an explorer.

Curiosity - Students will be exploring how curiosity was a core attitude that drove explorers of their time to venture to faraway lands.

This unit will allow students to investigate different explorers from around the world. Through their wonderings, students can investigate their interests about explorers and land discoveries through actions taken

in history. Students will be encouraged to view all perspectives included those of the explorers and Aboriginal people. Students will be exploring maps and countries around the world and the diverse characteristics of these places. We will be researching the reasons connected to exploration and will investigate the different perspectives of past and present explorers. Questions such as, are our reasons for exploration different from those hundreds of years ago, will be investigated to build an understanding of curiosity and what this might feel like for young students.

GEOGRAPHY

Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance(VCGGC076)

Location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continents (VCGGK077)

Location of Australia's neighbouring countries and the diverse characteristics of their places (VCGGK078)

HISTORY

Describe perspectives of people from the past (VCHHC068)

The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078)

Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences

IMPORTANT DATES

Book Day
Friday 7th September 2018

Curriculum Day
Monday 10th September 2018

Last day of Term 3
Friday, 21st September 2018

First day of Term 4
Monday, 8th October 2018

and perspectives following arrival (VCHHK080)

LANGUAGE

WRITING

In writing the students will be exploring Information Reports. They will be given the opportunity to investigate the language features and structure of the text type by reading mentor texts and comparing similarities and differences between a range of texts. Students are continuously developing their ability to integrate subject specific vocabulary into their writing. They will build their word knowledge by experimenting with text connectives and will continue to develop their confidence when selecting vocabulary according to the demands of the audience and purpose. Throughout the Unit of Inquiry, students will continue to engage in the writing process to further develop their confidence with planning, drafting and publishing.

To further support students' understanding of the Key Concept Perspective, they will engage in creative journal writing. Students will be investigating the different point of views of those impacted by exploration as well as the explorers themselves. As students inquire into the British discovery of Australia, they will be encouraged to generate questions about the diversity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia. Students have the opportunity to consider all perspectives and develop greater awareness and empathy.

Areas for explicit teaching and learning throughout the unit.

- Paragraphs
- Contractions, verbs, tense, letter sound, relationships to spell words
- Clause – sentence structure
- Imaginative text
- Visual imagery – sensory language
- Writers process
- Re-read and edit text for meaning
- Joint letters
- Software including word processing programs with increasing speed and efficiency.

Victorian Curriculum Links:

- Understand that paragraphs are a key organisational feature of written texts (VCELA259)
- 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 (VCELY266)

- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)
- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290)
- Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)

READING

To establish fundamental skills necessary for proficient reading, all Grade Three students have been actively participating in reciprocal reading groups within their classroom. This gives students the opportunity to identify weaknesses and strengthen specific skills by conferencing in small groups with their teacher. Reciprocal reading supports students to engage deeply with a text as they make predictions, ask questions, clarify meaning and summarise. This promotes active listening and encourages students to maintain focus in a collaborative learning environment. Students are encouraged to read a range of texts and texts types that are removed from students personal preferences and experiences.

When working towards achieving their personal learning goals, students are reading a range of texts about the effect forces have upon the movement of objects from both the classroom library and the iPad application, Epic.

In addition to personal learning goals, students have an opportunity to develop reading skills within a weekly whole class focus. Students are consolidating their appreciation for the importance of monitoring, questioning and summarising whilst reading in order to fully comprehend the main ideas of a text, and to be able to transfer this knowledge to support their curiosity about the world around them. Students are developing their ability to formulate relevant, open questions that encourage discussion amongst their peers. By applying these strategies students are identifying clues within a text to make connections between their prior knowledge and real-life experiences, while determining what they want to know next.

Areas for explicit teaching and learning throughout the unit.

- Summarising and note taking
- Point of view in text and suggest alternatives

- Discuss how texts present the point of view from the main character
- Speculating about points of view
- Draw connections between personal experiences and the worlds of text

Victorian Curriculum Links:

- Purpose, audience and structure of different types of texts Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences
- Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and recall multiplication facts of two, three, five and ten and related division facts vowel clusters
- Texts and the contexts in which they are used Identify the point of view in a text and suggest alternative points of view
- 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

MATHEMATICS

Throughout this Unit of Inquiry, the students will be exploring Location and Transformation with a large focus on mapping. Students will be creating and interpreting simple grid maps to show position and pathways, use simple scales, legends and directions to interpret information contained in basic maps. The students will be able to read a map with reference to coordinates to find specific landmarks whilst using directional language, such as left and right and the four cardinal directions (North, East, South and West).

Alongside our Measurement and Geometry focus, students will be inquiring into division as a Number focus. They will make connections with multiplication by understanding the inverse relationship. Students will practise their recall of related division facts and apply a range of problem solving strategies to solve more challenging division equations.

Victorian Curriculum Links:

- Use simple scales, legends and directions to interpret information contained in basic maps (VCMMG172)
- Create and interpret simple grid maps to show position and pathways (VCMMG143)
- Recall multiplication facts of two, three, five and ten and related division facts (VCMNA134)
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder
- Recall multiplication facts to 10 times and related division facts

ICT AND DESIGN TECHNOLOGIES

All students will have either Edmodo or Seesaw accounts to connect, share ideas, ask questions, complete homework and showcase their achievements. Students will continue to use learning apps such as Mathletics, Literacy Planet, Epic, E-platform and Raz Kids to support their learning both at school and home.

The Grade 3 students will continue to use the Sphero robots throughout this semester. In order to use the Sphero robots, students will be using the app Sphero Edu on their iPads to block code to navigate a famous exploration journey. Coding allows students to be thinkers by problem solving and exploring their creative, innovative and imaginative ideas. Coding within the classroom promotes cooperative learning amongst peers as they collaborate and grow their ideas in teams. This will continue link into all areas of learning to assist with the development of literacy and numeracy skills.

HOMEWORK

Homework will remain the same as the first semester. Students will be taking home tasks to further support their learning in class. Please feel free to speak to your classroom teacher in regards to any concerns or questions you may have about your child's homework. Please keep in mind that homework is reinforcing concepts learnt in class and provides an opportunity for your child to practise skills.

Thank you,
Year 3 Team

ART

During term 3 our central idea is, "Picture story books use illustrations to communicate different perspectives". Grade 3's are starting with the illustrations from the picture story book, "Where the Wild Things Are" by Maurice Sendak. Students will document their own narrative based on what they were able to read from Sendak's pictures. Following this, students will be developing the skills and techniques required for sewing and working with textiles. They will be creating their own soft toy 'wild thing' from a sock.

To demonstrate their understanding of the inquiry and develop their higher order thinking skills, students will create a visual narrative from the perspective of another character from the book - including a wild thing promoting their appreciation, empathy, and creativity. Students will be continually discussing and evaluating Illustrator's art making processes as well as the materials and techniques they use to express their ideas. This includes the purpose of illustrations, types, styles and locations of illustrations, the materials and forms used to make illustrations and how they effective they are in influencing our understanding of the text and the connection between material elements and the artist's personal style.

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.

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 3 of Physical Education, Grade 3 students will participate in a teamwork and cooperative games unit. Working in groups, students will demonstrate their initiative and problem solving skills as they work together to solve a series of team challenges. Students are encouraged to be communicators as they share their ideas and take on board feedback from their peers. Thereafter students will participate in a Gymnastics unit, performing static shapes, balances, jumps and landings, rotations and movement sequences. Using task cards, students will instruct their peers on how to perform each movement. Students are encouraged to be knowledgeable as they provide critical and constructive feedback in order to improve their technique. They are reminded to be caring to others to ensure all activities are performed in a safe manner.

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 their full PE uniform and a drink bottle to all lessons. Due to the cold weather it is also advised that students wear a jacket, with their name labelled on the tag. 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.

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, and develop their ability to engage in simple, personal interactions with others. In Term Three of Languages, students will inquire into the ways in which we express our feelings. Students will learn to say, write

and understand eight Chinese vocabulary words that will assist them in describing their feelings and emotions in Mandarin. They will be encouraged to explore how to look new words and phrases up in the digital dictionary “PLECO” and Google Translate to facilitate their independent learning of Mandarin. They will know how to initiate a dialogue with the class by asking others how they feel “你觉得真么样?” and answer with how they feel “我觉得...”. To encourage creativity, students will engage in a range of activities designed to allow them to show how different emotions can be displayed. Inspired by Andy Warhol, students will create a pop art self-portrait, displaying four different types of emotions. Students will use the iPad application ‘Popart lite’ and ‘PicCollage’ to create this. They will write sentences in Mandarin to describe their self-portrait.

In all activities, students are encouraged to inquire, think, communicate, be open-minded, take risks, and reflect on their Chinese learning. The activities are designed to reflect and encourage all of the learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

DRAMA

In Grades 3A, 3B and 3C, 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 Year 3H, 3I, 3J, 3K will be exploring 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 focus for the year will revolve around the use of electronic instruments. Students will have a chance to personalize existing songs by modifying the elements of music in given material as well as modernize the song through the use of electronic instruments and devices. They will also have the chance to analyse and discuss the impact these instruments have had on the music we listen to today.

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

Grade 3D, E, F and G
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

Grade 3 H,I,J,K, A,B,C Physical Sciences
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.