



YEAR 3 CURRICULUM OVERVIEW TERM 1 2019

Listening to our students this year, teachers are noticing ‘Why?’ and ‘How?’ questions and are using these wonderings to engage students in the inquiry.

“Why do stories change?”

“Why do cultures have different stories?”

“Why are some people interested in reading stories and others enjoy viewing them?”

“How did people know to tell stories and how did they know they were important?”

By using student questions and ideas to plan, teachers can harness curiosity and interest to create an engaging learning environment. Students become intrinsically motivated, with a natural desire to find out more. Teachers support and facilitate learning by providing skills and strategies to investigate questions and demonstrate new knowledge and understanding. Critical thinking tools such as the Harvard Visible



Thinking Routines, support students to explore the characteristics of curiosity and deeper thinking.

Using our students’ wonderings, teachers have developed the Unit of Inquiry under the transdisciplinary theme:

HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea:

Cultures have always created stories to understand their place in the universe

Lines of Inquiry:

- Stories are told and passed down through generations and can reflect a moment in time (Change)
- Stories can take many forms (Form)
- Stories are based on many versions of the truth (or events) (Perspective)

Concepts:

- Form- What is it like?
- Perspective- What are the points of view?
- Change - How is it changing?

This Unit of inquiry will support students to inquire into how stories are shared in many forms including visual and performing arts, written and oral traditions. Depending on the students’ interests and points of need, they will explore how different cultures share their stories and why.

WRITING

In writing the students will be exploring Narratives. They will be given the opportunity to investigate the language features and structure of the text type by reading Mentor Texts. They will compare

the expression of similar themes and text patterns of folklore from different cultures by different authors. Students are continuously developing their ability to integrate descriptive and figurative language into their writing. They will build their word knowledge by exploring synonyms for verbs and adjectives to enrich their written language in order to convey a deeper meaning and create more vivid imagery. They will also focus on spelling contractions correctly, work with homophones and investigate spelling patterns, e.g. ‘ed’ ‘t’ and ‘er’ ‘ir’ etc. Throughout the Unit of Inquiry, students will engage in the writing process to further develop their confidence with planning, drafting, editing and publishing.

VICTORIAN CURRICULUM LINKS:

WRITING

- Understand that paragraphs are a key organisational feature of written texts
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and select print and multimodal elements appropriate to the audience and purpose
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense

READING

To establish fundamental skills necessary for proficient reading, all Grade Three students will begin to actively participate

in Reciprocal Reading groups within their classroom. This gives students the opportunity to identify group reading goals by conferring 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 text types beyond students' personal preferences and experiences. Students will also work with QAR (Question, Answer, Relationship) to develop their skills in identifying different questions, both inferential and explicit.

The students will have the opportunity to participate in Reader's Theatre which is a strategy for developing reading fluency and expression. It involves children in oral reading through reading parts of a story in scripts. This will encourage students to take on the traits of the character they are portraying and reflect their personal interpretation of character voice and emotion. Students will be able to adjust their tone and volume to suit the purpose and audience while build confidence in speaking. This will require students to collaborate effectively in order to present a successful performance.

VICTORIA CURRICULUM LINKS:

Reading and Viewing

- Draw connections between personal experiences and the worlds of texts, and share responses with others
- Discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text
- Exploring texts that highlight issues and problems in making moral decisions and discussing these with others
- Drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view.

MATHEMATICS

As this is the first Unit of Inquiry for the year, there will be a strong emphasis placed upon developing students' independence in setting personal learning goals. With the

implementation of the digital application OneNote, the mathematics continua has become a tool with which students are able to develop independent skills to monitor and track their personal learning goals online. Teacher support is provided through student teacher conferences. As Number is a daily focus in the classroom, students and teachers will determine what their number focus will be based on the different learning needs identified through assessment.

VICTORIA CURRICULUM LINKS:

MATHEMATICS:

Number and Algebra

- 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
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies
- Describe, continue, and create number patterns resulting from performing addition or subtraction

Measurement and Geometry

- Convert between units of time
- Use am and pm notation and solve simple time problems
- Explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects

Statistics and Probability

- Interpret and compare data displays
- 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
- 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
- Pose questions and collect categorical or numerical data by observation or survey

HOMEWORK

The homework will go out on a fortnightly basis (accessed via Seesaw) going out on a Tuesday and being returned the following Thursday. Please encourage your child to complete all tasks as this provides extra practise for skills that they are learning in class. Please be mindful that at times homework draws on prior knowledge and could be used in preparation for future learning in the classroom. Your child should be reading every night and still be reading aloud occasionally to practise their fluency, expression and comprehension skills. Students are generally not expected to complete more than 30 minutes of homework per day, including reading. Planning the completion of homework tasks over the fortnight can help with developing time management skills for later years.

ICT AND DESIGN TECHNOLOGIES

All students have Seesaw accounts to share ideas, ask questions, showcase their work and access their homework. Students will continue to use learning apps such as Mathletics, Raz-Kids, Pages, One Note, 10 minutes a day, Explain Everything and Epic. When publishing a piece of work the students have been focusing on the layout and presentation of their work. Ensuring they are considering font, colour, size, spacing etc. They are learning that writing conventions also apply when typing on the iPad.



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.

In Term 1, we will explore how cultures create art to understand their place in the universe. The Grade 2 students will explore the colourful, bright and patterned qualities of Mexican folk art, particularly focusing on the Alebrijes sculptures. Students will learn of the Alebrijes and how such folk art traditions have become symbolic icons of Mexican culture. Students will investigate how Mexican folk artists employ bold and contrasting colours and intricate patterns in their work. To demonstrate their understandings, the Grade 2 students will be learning a variety of clay, sculpting and painting techniques to create clay birds that respond to their exploration of Mexican Folk Art.

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, risktakers, balanced and reflective

PHYSICAL EDUCATION

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 four week Cricket Unit. Students will be thinkers as they develop and practice the skills of batting, bowling, throwing and catching. Students are encouraged to be risk-takers as they develop new skills and to be knowledgeable by sharing their prior knowledge and skills with their peers.

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.

LANGUAGE

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FOOD TECHNOLOGY

During Food Technology this term, students in Grade 3 will continue developing their understanding of safety in the kitchen. They will commence with knife skills, practicing the claw and bridge grips but this time moving on to sharp knives for the first time. Additionally, grade 3 students will also have opportunities to use the stove top, frying pans, saucepans and the oven with teacher support. Students will constantly engage in the importance of being hygienic around food as they practice cleaning up their work stations and washing their hands. They will explore flavours from different parts of the world, as we explore 'Street Food' from different cultures. Students will also be celebrating the Chinese culture. In term 1, they will recreate food that is traditionally prepared during the Chinese

New Year as they welcome in The Year of the Pig. As students explore different cuisines they will continue to develop skills like folding, cutting, mixing and many more. Additionally, students will learn and understand basic first aid, for example what to do if you burn yourself.

Students will inquire into environmental sustainability, by considering the effects or impact our food choices have on the environment. For instance, buying fresh local fruit and vegetables to reduce the environmental impact of transporting imported foods.

Throughout every Food Tech lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to maintaining the safe and orderly working environment. We encourage all students to be risk-takers and open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring and reflective during Food Tech. However, students also learn about dietary requirements as they become more knowledgeable about food allergies and cultural or religious dietary needs.

Students will have an opportunity to design their own recipe after several weeks of exploring tastes from different cultures. In designing their recipe, students will be guided by their teacher as they consider the environmental impact in their design. They will use their newly gained knowledge of the different flavor combinations and design a recipe.

Students will have many opportunities to work collaboratively and use/stay safe around the different technologies in the kitchen, knives, ovens, frying pans, stove tops, chopping boards, toasters, and other utensils as the term progresses.

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.

This topic links in with the students inquiry unit on the Three Laws of Motion covered later on in the year and serves as a great introduction to their inquiry.

ROBOTICS

At the Grade Three Level, students further develop 21st century skills and knowledge.

They will continue to develop their understanding of coding through applied robotics and hands on learning. Students are challenged to think deeply and to become confident problem solvers.

Students will learn how to create and execute programs using block coding, utilising coding tools such as loops, events, and controls. Students requiring extension will design and create pathways for their robots. They will learn how to create code to navigate their robot through these routes.

Throughout the program, students will be exposed to a variety of cutting edge robotic devices and coding applications. Lessons will encourage active learning through creative problem-solving tasks. Room will be allowed for students to explore and to develop their curiosity and questioning skills. They will learn how to solve problems both systematically and creatively, and be involved in a balance of co-operative and independent learning experiences.

Students will be supported to take risks in their inquiries, and learning, by persisting with challenges and trying new things. Students will learn how to take responsibility for their learning via regular involvement in reflection, to actively determine their next learning steps.

