2024 CURRICULUM AND ASSESSMENT PLAN

Year Three

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	***Imaginative text focus*** **Examining stories and adapting ideas (U1)** Students engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. These texts include the literature of Australian, First Nations Australian and world authors and describe extended events with some unusual happenings within a framework of familiar experiences. Students explore how authors use language and illustrations to portray characters, settings and mood. Students use these texts as models when they create their own imaginative adaptation to a text.	***Informative text focus*** **Creating information reports (U2)** Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas. The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading. Students explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning. Students use these texts as models to create their own report to present to an audience.	***Imaginative text focus*** **Expressing ideas creatively (U3)** Students engage with a variety of texts for enjoyment including oral texts, picture books, rhyming verse, poetry, dramatic performances and texts that support and extend them as independent readers. Texts may be classic or contemporary literature from wide-ranging Australian, First Nations Australian and world authors, including texts from and about Asia. Students explore the effects of some literary devices and visual features and how texts are structured and presented relevant to their purpose and audience. Students create an imaginative text to share with an audience.	***Persuasive text focus*** **Constructing a persuasive response (U4)** Students engage with a variety of fiction and non-fiction texts, with content of increasing complexity and technicality. Texts may reflect topics being studied in other learning areas Texts support and extend students as independent readers. Students explore how texts use different language features and structures depending on their purpose, including stages of a basic argument. Students create a multimodal persuasive text for a particular purpose and audience.
MATHEMATICS	CURRICULUM KNOWLEDGE	**Term 1** Students develop understandings of: • Number and place value — odd and even numbers; recognise, model, represent and order numbers to 10 000; place value to partition, rearrange and regroup numbers to 10 000 and solve problems; connection between addition and subtraction; recall addition facts for single-digit numbers and related subtraction facts; recall multiplication facts of 2, 3, 5, 10 and related division facts; solve problems involving multiplication • Money and financial mathematics – represent money values and count change; • Patterns and algebra – describe, continue and create number patterns (addition or subtraction) • Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity; tell time to the minute and investigate the relationship between units of time. • Chance — conduct chance experiments, identify and describe possible outcomes and recognise variation in results. • Data representation and interpretation — identify questions of issues for categorical variables. Identify data sources and plan methods of data collection and recording; collect data and create displays; interpret and compare data displays.	**Term 2** Students develop understandings of: • Number and place value — recognise, model, represent and order numbers to 10 000; place value to partition, rearrange and regroup numbers to 10 000 and solve problems; connection between addition and subtraction; recall addition facts for single-digit numbers and related subtraction facts; recall multiplication facts of 2, 3, 5, 10 and related division facts; solve problems involving multiplication • Fractions and decimals – model and represent unit fractions including ½, ¼, 1/3, 1/5 and multiples to complete whole. • Patterns and algebra - describe, continue and create number patterns (addition or subtraction) • Using units of measurement — tell time to the minute and investigate the relationship between units of time. • Geometric reasoning – identify angles as measure of turn and compare angle sizes in everyday situations. • Location and transformation – create and interpret simple grid maps to show position and pathways; identify symmetry in the environment	**Term 3** Students develop understandings of: • Number and place value — recognise, model, represent and order numbers to 10 000; place value to partition, rearrange and regroup numbers to 10 000 and solve problems; connection between addition and subtraction; recall addition facts for single-digit numbers and related subtraction facts; recall multiplication facts of 2, 3, 5, 10 and related division facts; solve problems involving multiplication • Patterns and algebra - describe, continue and create number patterns (addition or subtraction) • Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity; tell time to the minute and investigate the relationship between units of time. • Shape – Make models of three-dimensional objects and describe key features. • Geometric reasoning - Geometric reasoning – identify angles as measure of turn and compare angle sizes in everyday situations. • Data representation and interpretation — Data representation and interpretation — identify questions of issues for categorical variables. Identify data sources and plan methods of data collection and recording; collect data and create displays; interpret and compare data displays. • Money and financial mathematics – represent money values and count change;	**Term 4** Students develop understandings of: • Number and place value — recognise, model, represent and order numbers to 10 000; place value to partition, rearrange and regroup numbers to 10 000 and solve problems; connection between addition and subtraction; recall addition facts for single-digit numbers and related subtraction facts; recall multiplication facts of 2, 3, 5, 10 and related division facts; solve problems involving multiplication • Fractions and decimals – Fractions and decimals – model and represent unit fractions including ½, ¼, 1/3, 1/5 and multiples to complete whole. • Patterns and algebra - describe, continue and create number patterns (addition or subtraction) • Using units of measurement — tell time to the minute and investigate the relationship between units of time. • Location and transformation – create and interpret simple grid maps to show position and pathways

	ASSESSMENT	**Summative assessment** Students recognise the connection between addition and subtraction, continue number patterns involving addition and subtraction, and classify umbers as either odd or even. Students conduct simple data investigations for categorical variables, and interpret and compare data displays. Students conduct chance experiments and list possible outcomes.	**Summative assessment** *Students recall addition and multiplication facts for single-digit numbers and solve problems using efficient strategies for multiplication* *Students identify symmetry in the environment, match positions on maps with given information, recognise angles in real situations and make models of three-dimensional objects.*	**Summative assessment** *Students use metric units to measure and compare length, mass and capacity.* *Students tell time to the nearest minute and solve problems involving time.* *Money (eAssessment) – Students represent money values in various ways and correctly count change from financial transactions.*	**Summative assessment** *Students solve problems using efficient strategies for multiplication, and recall addition and multiplication facts for single-digit numbers.*

TECHNOLOGIES

	SEMESTER ONE	SEMESTER TWO
	DIGITAL TECHNOLOGIES	**DESIGN AND TECHNOLOGIES**

CURRICULUM KNOWLEDGE	**Unit 1: What digital systems do you use?**
	
	In this unit students will 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. They will:
	• identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
	• define simple problems and identify needs
	• develop technical skills in using a visual programming language to create a digital solution
	• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
	• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
	• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs
	• develop skills in computational and systems thinking when solving simple problems and creating solutions.
	
	Suggested partner units:
	• Any unit in Years 3-4 For example: Science Year 3 Unit 1 – Is it living?
		Unit 3: Pinball paradise
		Engineering principles and systems
		
		In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use.
		They explore the role of people in engineering technology occupations and how they address factors that meet client needs.
		Students apply processes and production skills, including:
		• investigating by:
		  ○ exploring games with moving parts
		  ○ testing materials, tools and techniques
		  ○ exploring techniques for shaping and joining materials and creating mechanisms
		• generating, developing and communicating design ideas for:
		  ○ a pinball machine
		  ○ a games room environment
		• producing by working safely with components and materials to create a functioning product
		• evaluating design ideas and processes for the product and environment
		• collaborating as well as working individually throughout the design and production
		• managing by sequencing production steps.
		
		Suggested partner unit: Science Year 4 Unit 4 – Fast forces

ASSESSMENT	**Summative assessment** <u>Assessment task 1:</u> Identify and describe digital systems and solutions <u>Assessment task 2:</u> Guessing game Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.	**Summative assessment** Students design and make a pinball machine that is fun to play. They design a games environment for pinball machines.

SCIENCE

	SEMESTER ONE		SEMESTER TWO	
CURRICULUM KNOWLEDGE	**Unit 1: 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. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	**Unit 2: Spinning Earth** Students 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 identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	**Unit 3: Hot stuff** Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.	**Unit 4: What's the matter?** Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.
ASSESSMENT	**Summative assessment** *Investigating living things* – Students group living things based on observable features and distinguish them from non-living things.	**Summative assessment** *Investigating the sun, Earth and us* – Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.	**Summative assessment** *Understanding heat* – Students conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.	**Summative assessment** *Investigating solids and liquids* – Students conduct an investigation about liquids and solids changing state when heat is added or taken away. To make a prediction, record observations and suggest reasons for findings. To describe how safety and fairness were considered.

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	**Unit 1:** *Inquiry questions:* • How/Why is Anzac Day significant to different groups? In this unit, students:	**Unit 2: Exploring places near and far** *Inquiry questions:* • How is my community unique? • How do people contribute to their communities? In this unit, students: • identify key parts of a map of Australia • Interpret photographs of Forest Lake • compare city, suburban and rural • explore the significance of Uluru • respond to a community issue • explain making decisions democratically
	ASSESSMENT	**Summative assessment** Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups? #Assessment to be modified in 2022	**Summative assessment** Students **Inquiry A** • Map of Australia • Interpret photographs of Forest Lake • Scratch Jnr animation – compare Brisbane City, Forest Lake & The Lockyer Valley • Significance of Uluru **Inquiry B** • Presentation – communicate their action to respond to a community issue • Short response – Explain the roles of rules in our community and the importance of making decisions democratically.
		Visual Arts	**Media Arts**
THE ARTS	CURRICULUM KNOWLEDGE	**Unit 2: Tiny worlds** In this unit, students explore the communication of diversity in environments through the manipulation of visual language. Students will: • explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places • experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) • collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach • compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.	**Unit 1: Persuade to protect** In this unit students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.
	ASSESSMENT	**Summative assessment** Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks. Tiny world construction.	**Summative assessment** Students explore media artworks that inform the making of an advertisement (using technology) which persuades a targeted audience support an environmental issue.

	SEMESTER ONE	SEMESTER TWO
	Music	
CURRICULUM KNOWLEDGE	**Tuned Percussion** Students continue to develop their in-tune singing voices through the singing of simple songs and the use of solfa, hand-signs and singing games. They read, write and perform with rhythms  and solfa (do, mi, so and la) and learn about 3 metre. Students develop an understanding of staff notation, play tuned and un-tuned percussion instruments and respond to music they make and hear.	**Intro to Recorder** Students continue to develop their in-tune singing voices through singing limited range, simple songs and the use of solfa, hand-signs and singing games. They develop an understanding of staff notation including time signatures for 2 metre, 3 metre and 4 metre and read from the staff focusing on the notes E G and A. Students begin to learn recorder and respond to music they make and hear.
ASSESSMENT	**Summative assessment** • perform a known song with three notes by singing in solfa and letter names and playing tuned percussion. • compose an 8 beat rhythmic composition in 3 metre and show their understanding of music elements by manipulating them in their performance • describe music they listen to by identifying elements of music and why and how the music is composed	**Summative assessment** • perform a known song on recorder using correct technique and 2 notes (G and E), reading from the staff. They will also perform an unknown tune, sight-reading from the staff (G and E only) • Use their composition from 1st semester and add the notes E(mi), G(so) and A(La). Be able to sing in sofa and play on their recorder using the correct technique. • discuss how they and others use the elements of music in their compositions, describing similarities and differences
	Dance	
CURRICULUM KNOWLEDGE	Students will develop knowledge and understanding of their bodies and how they can be utilised to perform and produce movement. They have the opportunity to develop their gross motor movements such as **slides, gallops, swings, twists** and **collapses.** Students will refine dance technique and flexibility ensuring they are implementing safe dance practices. They will perform a choreographed dance in front of a live audience and will reflect on their performance and rehearsal practices.	Students will continue to develop technical and expressive skills. They will explore and improvise new movement possibilities using a slow tempo. Students will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance. They will be given the opportunity to improvise and structure movement ideas to create dance sequences that conveys an emotion/theme in a collaborative small group setting.
ASSESSMENT	**Summative assessment** Students: • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • understand that there are many ways to express themselves in Dance.	**Summative assessment** Students: • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • respond to dance works from a range of contexts • reflect on their own dance making • have a variety of individual responses • think about and plan responses to stimulus • work together to imagine ideas and create movement • understand that there are many ways to express themselves in Dance • uses choreographic devices • Use the elements of dance to support their movements.

		JAPANESE			
		SEMESTER ONE		SEMESTER TWO	
		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
JAPANESE	CURRICULUM KNOWLEDGE	**Me and my place.** In this unit, students use language to introduce themselves, explore the concept of housing in Japan and make connections with student's own personal spaces within a home. Students will: • share their name and information about aspects of their personal spaces (such as their bedroom) • engage with a range of texts about housing in Japan • use a range of language to discuss and describe aspects of housing • analyse and understand the systems of language relating to pronunciation • participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes.	**Out and about** Students use language to explore the concept of community and everyday community interactions. They will: • engage with a range of texts about places in the community • use a range of language to discuss preferences for items in a store/restaurant • analyse and understand the systems of language relating to pronunciation and script recognition and Japanese sentence structure • participate in intercultural experiences to compare shopping interactions and experiences in Japan and Australia	**Kumiko and the dragon.** In this unit, students use language to explore the concept of life and culture in Japan and make connections with own experiences. Students will: • engage with a range of texts about life experiences in Japan • use a range of language to discuss life experiences • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.	**How do we celebrate?** In this unit, students use language to explore the concept of celebrations and make connections with own experiences. Students will: • engage with a range of texts about seasonal celebrations in Japan • use a range of language to discuss and describe a variety of celebrations • compare celebrations in different countries • analyse and understand the systems of language relating to script recognition and Japanese sentence structure participate in intercultural experiences to reflect on how participation in certain celebrations shapes identity
	ASSESSMENT	**Collection of work** Modes assessed: listening, speaking The assessment will gather evidence of the student's ability to: • introduce themselves • identify specific items of information • create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources • describe people and events using adjectives and appropriate verb forms • apply word order (subject–object–verb) in simple sentences • identify ways in which rhythm is used to chunk phrases within a sentence • know the role of particles and the rules for simple verb tense conjugations.	**Collection of work** Modes assessed: Listening, Speaking, Comprehension The assessment will gather evidence of the student's ability to: • use language spontaneously in simple familiar communicative exchanges • respond to simple questions using short spoken statements • use counter classifiers in response to questions • identify specific items of information, when listening to texts • identify ways in which rhythm is used to chunk phrases within a sentence • know how to create questions using the sentence-ending particle か • understand and use the rules and phonetic changes that apply to counter classifiers. •	**Collection of work** Modes assessed: speaking, reading The assessment will gather evidence of the student's ability to: • interact with the teacher and peers in regular classroom routines and structured interactions • use formulaic and rehearsed language to exchange information in familiar interactions • use language spontaneously in simple exchanges • respond to simple questions using short spoken statements • identify specific items of information when viewing texts • use cues to assist comprehension • comprehend short written texts that use familiar and repetitive language • use the hiragana chart to support reading, recognising its systematic nature • identify ways in which Japanese language reflects ways of behaving and thinking.	**Collection of work** Modes assessed: Speaking, writing The assessment will gather evidence of the student's ability to: • create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources • describe people and events using adjectives, time-related vocabulary and appropriate verb forms • write high-frequency kanji • identify examples of cultural differences between ways of communicating in Japanese and in their own language(s) • use the hiragana chart to support their reading and writing, recognising its systematic nature

HEALTH

	SEMESTER ONE		SEMESTER TWO
CURRICULUM KNOWLEDGE	**Identity (U1- FLSS)** Students will: • identify influences that strengthen their identities • suggest ways to respond positively to challenges and failures**,** such as using self-talk, early help-seeking behaviours, and optimistic thinking • predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can to do support them.	**Being healthy (U2 - FLSS)** Students will: • explore the benefits of being healthy and physically active • practise strategies to promote health, safety and wellbeing • examine *The Australian Guide to Healthy Eating*	**Emotional responses (U3 - FLSS)** Students will: • investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. • learn how to recognise physical responses that indicate that they are feeling uncomfortable • describe strategies that can be used to identify and manage emotions before making a decision to act.
ASSESSMENT	**Summative assessment** Students identify influences that strengthen identities.	**Summative assessment** Students demonstrate an understanding of the benefits of being healthy and physically active.	**Summative assessment** Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.

PHYSICAL EDUCATION

	SEMESTER ONE		SEMESTER TWO	
CURRICULUM KNOWLEDGE	**JUMP IT (FLSS)** Students create individual skipping movement phase to music. They with others to combine phases into a sequence.	**Take your marks, get set, play (U2)** Students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individually based activities. Students will apply these skills in simple games and group challenges by refining movement concepts and strategies. They will also explore the benefits of physical activity to health and wellbeing.	**Having a ball (U3)** Students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 newcombe. They will also apply strategies for working cooperatively and apply rules fairly.	**Tennis, Bat, Catch, Howzat (FLSS)** Tennis ball striking. Place hitting of tees with cricket/softball/hockey bats. Fielding and throwing challenges.
ASSESSMENT	**Summative assessment** Create and perform movement sequences using fundamental movement skills and the elements of movement. Students understand the benefits of being healthy and physically active.	**Summative assessment** Students refine fundamental movement skills. They apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	**Summative assessment** Students refine fundamental movement skills. They apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	**Summative assessment** Students refine fundamental movement skills and movement concepts and strategies in a variety of physical activities and to solve movement challenges.