

Y03 Curriculum Overview Semester 1 2024

	Term 1	Term 2
English	<p style="text-align: center;">Examining imaginative texts – Kumiko and the Dragon</p> <p>Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</p> <p>Assessment task - Creating a multimodal text: <i>Students create a multimodal imaginative text about overcoming a fear, using software.</i></p> <p>Assessment task – Reading comprehension: <i>Students comprehend a story, drawing on knowledge of context, text structure, language features, evaluative language and images in text.</i></p> <p style="text-align: center;">Analysing and creating persuasive texts.</p> <p>Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience.</p>	<p style="text-align: center;">Examining stories from different perspectives</p> <p>In this unit, students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.</p> <p>Assessment task- Retelling a narrative from a different perspective: <i>Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text. Text: 'The Rabbits'</i></p> <p style="text-align: center;">Exploring character and setting in texts U3</p> <p>In this unit students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character</p> <p>Assessment task - Procedural presentation: <i>Students create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something.</i></p> <p>Assessment task- Persuasive letter: <i>Students write a letter to persuade a known audience</i></p>
Mathematics	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will develop their understandings of:</p> <ul style="list-style-type: none"> Number and place value - count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts. Using units of measurement - tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres. Chance - conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments. Data representation and interpretation - collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations. <p>Assessment task - Representing, adding and subtracting numbers: <i>Students will recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.</i></p> <p>Assessment task - Conducting a simple chance experiment: <i>Students will collect and interpret data from simple chance experiments.</i></p> <p>Assessment task - Investigating and measuring length: <i>Students will use simple strategies to reason and solve measurement inquiry questions</i></p> <p>Assessment task - Investigating positions on maps: <i>Students use simple strategies to solve a location inquiry.</i></p>	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will develop their understandings of:</p> <ul style="list-style-type: none"> Number and place value - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten Fractions and decimals — describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns Shape — identify and describe the features of familiar three-dimensional objects, make models of three dimensional objects Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. Using units of measurement — use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analogue clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts <p>Assessment task - Adding, subtracting and partitioning numbers: <i>Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.</i></p> <p>Assessment task - Grid Location and Direction: <i>Students use simple strategies to reason and solve location questions.</i></p>
Science	<p>Students will explore the following big inquiry question:</p> <p style="text-align: center;">'How can we be close observers of the world?'</p> <p>Through the concepts of change they will explore the following questions:</p> <ul style="list-style-type: none"> What is the difference between a living and non-living thing? What is a life cycle? What are the different characteristics of different life cycles? What does it mean to examine? What does it mean to classify? How can I represent different stages of a life cycle? What are the best tools we can use to organise our data and information regarding our observations and findings for living and non-living things? What is a scientific pattern? What is a scientific relationship? What is the different between them? How can I show a simple pattern or relationship? <p>Assessment tasks will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding.</p>	<p>Students will explore the inquiry question:</p> <p style="text-align: center;">What's below the surface?</p> <p>Through the concept of exploring, they will:</p> <ul style="list-style-type: none"> Describe the observable properties of rocks, soils and minerals. Investigate how and why rocks, soils and minerals are used, making real-world connections. Discover why rocks, soils and minerals are important resources of Earth. Compare the observable properties of rocks, soils and minerals. <p>Assessment task - Students will use samples of rocks, soils and minerals to describe their observable properties and respond to probing questions regarding their importance to Earth.</p>

HASS	<p>Students will explore the following big inquiry question: <i>'Is Brisbane the best place to live?'</i></p> <p>Through the concept of perspective they will explore the following:</p> <ul style="list-style-type: none"> • Can I locate and name the states, territories and capital cities in Australia? • How was Australia, prior to colonisation, represented? • What are the locations of Australia's neighbouring regions and countries? • How can I use mapping conventions to identify and label Australia and its neighbouring countries? • What is Country/Place? • What are the different ways Australian First Nation Peoples connect to Country/Place? • How are peoples' connection to places, similar or different? • What are the similarities and differences between Australia and our neighbouring countries? • What are the differences between natural, managed and constructed features? <p>Assessment tasks will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding.</p>	<p>Students will explore the following big inquiry question: <i>'How do celebrations bring people together?'</i></p> <p>Through the concept of change they will explore the following:</p> <ul style="list-style-type: none"> • Identify and explore the importance of significant events, symbols and emblems to Australia's identity and diversity. • Explore how diverse backgrounds develop a local community. • See how probing questions influence the shape of their inquiry • Analyse information from family survey and interviews to form conclusions. • Use their knowledge from the inquiry to reflect and propose an action <p>Assessment tasks will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding.</p>
Health	<p style="text-align: center;"><u>Who and what influences me?</u></p> <p>Students will investigate how emotional responses vary, identifying strategies to regulate their own emotions. They will explore influences on their own identity.</p> <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understanding.</p>	
Physical Education	<p style="text-align: center;"><u>Cross Country</u></p> <p>Students refine fundamental movement skills and apply movement concepts and strategies to participate effectively in cross country. They apply these skills, concepts and strategies to solve running challenges and run in a school cross country race.</p> <p>Assessment - Students will run and apply concepts of pacing and effort, and strategies to manage cross country running challenges. They will participate in a school cross country.</p>	<p style="text-align: center;"><u>'Run, jump, throw... GO!'</u></p> <p>Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individual and group based activities, including Athletics. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.</p> <p>Assessment - Students will refine the fundamental movement skills of running, jumping and throwing, and apply movement concepts and strategies in games, and to solve challenges. They will understand the benefits of being physically active</p>
Digital Technologies	<p style="text-align: center;"><u>What's your waste footprint?</u></p> <p>Students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced).</p> <p>Assessment task - Assessment of student learning will be gathered through completion of project work. Students will collect and manipulate data to create information and describe how a familiar information system is used. They will draw, identify and explain data types and representations</p>	
Music	<p style="text-align: center;"><u>Let's celebrate, let's remember</u></p> <p>Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p>Assessment task - Let's celebrate, let's remember: Collection of work: Students compose, perform and respond to music of celebrations and commemorations.</p>	
Japanese	<p style="text-align: center;"><u>My Place Your Place!</u></p> <p>Students use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home.</p> <p>No formal assessment.</p>	