TERM 3 CURRICULUM OVERVIEW   -   YEAR 3

Religious Education:

Creation: Living in Harmony
In this unit students investigate the Christian tradition of stewardship and the equitable use of the earth’s resources. Students are invited to identify either a local or global environmental issue, and to analyse what causes this issue and how it affects human life. Students evaluate their values and beliefs about this issue in the light of Catholic social teaching and the Scriptures. They identify and plan ways that they can respond to this issue as stewards of creation.

Mary, Faithful Disciple
In this unit students explore the concept of discipleship through an exploration of Mary. They learn about Mary as the Christian model of discipleship through an analysis of The Annunciation and The Visitation in Luke’s Gospel and the Wedding at Cana in John’s Gospel. At the conclusion of the unit students identify ways in which they can live as a disciple in their school or family situation. They also plan and participate in a liturgy or devotion to Mary.

Literacy:

Reading:
During reading, the children in Year 3 work in small groups of like abilities. They participate in a variety of activities developed to meet the needs of each group.
The children may be involved in-
- Guided reading (teacher focus group)
- Book related tasks
- Computer activities
- Reader’s theatre
- Independent reading
- Spelling and grammar games/tasks

The focus for this term is on assisting students to develop skills in-
- Reading longer imaginative and informative texts.
- Comparing and evaluating character traits
- Reading for fluency and accuracy
- Developing skills in skimming for information
- Linking and comparing information from several texts
- Paraphrasing or retelling of a paragraph

Writing:
The genres being studied this term are:

- Reports
- Explanations

The focus will be on:
Logical sequencing, and clear expression, of ideas
Correct use of punctuation such as full stops, question marks, exclamation marks, quotation marks and commas
Use of simple and extended sentences with correct verb tense.
A developing range of vocabulary which is specific to the topic being studied
Use of paragraphs and subheadings
Linking of information from several texts
Paraphrasing of information researched
Legible handwriting

**Speaking and Listening:**
The opportunities for further developing skills in listening and speaking occur regularly. In term 3, this will happen during whole class discussions, share times, co-operative pair/group work, and shared and guided reading times.

**Numeracy:**

**Number:**
- Recognize the structure of whole numbers up to 5 digits, including place value.
- Skip-count by numbers of increasing size to 1000.
- Recall basic multiplication and division facts.
- Use place-value to solve multiplication and division problems.
- Use rules involving multiplication to devise, describe, extend and test number patterns.
- Select the appropriate operations and computation methods to solve problems involving whole number and money
- Represent, find, compare and order fractional parts of objects and collections of objects.

**Measurement, Chance and Data:**
- Identify and record outcomes from simple chance experiments.
- Compare and order the likelihood of outcomes of simple chance experiments and of everyday events, and choose appropriate methods for random selection.
- Estimate short and long periods of time, describe duration of time, and make and use timetables, schedules and calendars.
- Estimate and Measure temperature using formal units and standards
- Demonstrate understanding of the concept of angle.

**Space:**
- Identify symmetry in regular two-dimensional shapes.

**Structure:**
- Use the guess–check–improve process in appropriate contexts.
**Integrated Studies:**

**Unit:** Energy in Action (Transformation)

**Key Understandings:**
- There are many forms of energy and energy transformations in our everyday world.
- Electricity is used in many ways in our homes and life would be different if we had to live without it.
- Electric circuits transform energy into light, sound, heat and energy of movement.
- Electricity has many uses and can be used to solve problems of conservation.

**Physical Education:**

<table>
<thead>
<tr>
<th>Focus/Skill</th>
<th>Activities</th>
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<tr>
<td><strong>Ball control</strong></td>
<td>Dribbling in a straight line (hands)</td>
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<td></td>
<td>Dribbling and changing direction (foot)</td>
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<td>Dribbling using alternate hands, changing direction</td>
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<tr>
<td><strong>Throwing</strong></td>
<td>Over arm throw</td>
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<tr>
<td>accuracy, distance, height, speed &amp; spin</td>
<td>Chest pass two hands</td>
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<td></td>
<td>Throw for distance</td>
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<tr>
<td><strong>Kicking</strong></td>
<td>Punt kick for accuracy</td>
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<tr>
<td>accuracy, appropriate speed, distance, height &amp; spin</td>
<td>Kick passing</td>
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<td></td>
<td>Long, lofted kick</td>
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<td><strong>Ball Games</strong></td>
<td>Football</td>
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<td>Soccer</td>
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<td>Netball</td>
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<td>Tee-Ball</td>
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**Library:**

During Term 3 the students will be reading and critically analysing the books nominated by the Australian Children’s Book Council for 2009. The theme we will be exploring is BOOK SAFARI— we will also be reading popular books from the past written by well known authors. There will be a Book Week celebration involving a range of activities including a favourite character dress up day, an interactive environment incursion and display and a drawing competition.

**Art:**

In all year levels, Term 3 Art will continue to be used as a vehicle for exploring new ideas and experimenting with different mediums. The children will be allowed the opportunity to be individually expressive, creative and communicative via their art work. They will be encouraged to further develop and refine their existing skills in line, tone, texture, pattern, shape, colour, fine line drawing and to a less extent, construction. The children in all levels will continue to experiment with the mediums which predominantly include paint, watercolours, charcoal, chalk, oil pastels, crayons and pencil. Printing, collages, tearings, rubbings and markings are some of
the processes which will be undertaken in order to add special effects to artwork. Children will be encouraged to respect the diversity of all artwork produced thus promoting self-esteem, confidence and artistic skill within each child.

LOTE:

Telling the time will be the focus in the first part of the term. Children will learn how to state the hour and half hour in Italian. As a follow up, the children will look at routine daily activities which they commonly engage in, activities such as waking up, having a shower, having breakfast, getting dressed, going to school etc. They will write short, simple sentences that tell of their typical day stating what time each activity is undertaken. TV guides will be looked at encouraging comprehension and correct use of time. In the latter part of the term the children will be introduced to the ancient city and ruins of Pompei. The destruction of Pompei will be discussed, a time-line showing the events that make Pompei such an interesting city will be presented and the students will explore what life was like both before and after the eruption of Mt. Vesuvius. Throughout the unit various interactive websites will be used to look at photos of the city, its ruins and its landmarks.