Curriculum Overview
2013

| Year Level | 3 | Term | 1 |

**Religious Education**

Unit: Prayer-Building a Friendship With God
Key Understandings:
In this unit students explore prayer as a way of communicating with God. They investigate examples of Jesus praying in Luke’s Gospel, and research prayer practices in the school and Church community. At the conclusion of the unit students prepare a plan for personal and classroom prayer.

Unit: Lent and Easter-A Journey of Hope
Key Understandings:
In this unit students explore the seasons of Lent and Easter as a journey of Christian hope. They learn about the symbols, colours, texts and events of these seasons and what they mean. Throughout the Lenten journey students are supported to take on acts of service and hope. They examine the events of Holy Week and Easter with a particular focus on the actions and responses of the characters throughout these events. Students create a prayer place of symbols, objects, texts and prayers that take them through their journey from Lent to Easter.

**Literacy**

**Reading and Viewing:**
- The children work in small groups of like-abilities.
- They participate in a variety of activities developed to meet the needs of each group.

The children will be involved in:
- Guided reading (teacher focus group)
- Book related tasks
- Computer activities
- Grammar and spelling activities
- Comprehension activities

**Writing**
Students will develop skills to:
- plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features
- use knowledge of sound and high frequency words to spell words accurately
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- write legibly with letters the correct size, shape and slope

**Speaking and Listening**
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. Discuss texts in which characters, events and settings are portrayed in different ways and examine its effectiveness.

### Numeracy

**Number and Algebra**
- Count and order to numbers to 10,000
- Model and represent unit fractions
- Recall addition and subtraction facts and solve word problems
- Describe, continue and create number patterns

**Measurement and Geometry**
- Use instruments to measure length and area
- Identify and describe symmetry and asymmetry in the environment

**Statistics and Probability**
- Plan and trial methods of data collection
- Use a variety of methods of data presentation

### Integrated Studies

Students investigate the geographical nature and physical characteristics of Victoria’s natural environments. They develop their understanding of Victoria’s wild environments including climate, land use and the impact of human activity. Students begin to develop an understanding of the interconnected nature of the world.

### Performing Arts

The children will be introduced to the subject of performing arts and what it entails. The Year 3 students begin the performing arts year with a drama focus. They will participate in activities, which will assist them in developing specific skills and techniques in order to perform confidently.

### L.O.T.E

Expressions and phrases that are commonly used when greeting friends and strangers will be recycled through a rap tune, *Saluti Rap*. Children will engage in conversational work dramatizing scenarios in which they must introduce themselves to others. After much oral practice, the children will complete the unit with the writing of short, simple paragraphs which will identify several comic characters with a suitable greeting, their name, age and how they feel. Towards the later part of the term, the children will study some of the ancient Italian festivals that lead up to the celebration of Easter. The focus will primarily be on the celebration of Carnevale - its origins, its significance and its relevance today. The three Carnevale characters of *Arlecchino*, *Pantalone* and *Pulcinella* will be studied and adjectives to describe their personality will be introduced. Children will use these adjectives to write simple paragraphs which describe each character. Throughout this exercise, particular attention will be given to adjective agreement.
### Visual Arts

Art appreciation is an integral part of all art sessions from Prep to Year 6. In their art classes the children will be given the opportunity to engage in both the structured and free expression forms of art. The elements of line, shape, colour, pattern and texture will be looked at and progressively developed as too will the areas of drawing, sketching, painting, collage, rubbing, and some simple 3D construction. A variety of media including chalk, charcoal, pastels, crayons, water colours and paint are used with children learning of the many possible ways in which each can be applied to produce creative pieces of work. The tools that the children will use when applying various media will include brushes, cardboard strips, rollers, fingers, toothpicks, thread and bubble wrap only to mention a few. All sessions encourage the sharing of ideas, experiences and observations and above all offer the children the opportunity to develop confidence in their ability to express themselves creatively. Wherever possible art activities will closely reflect the topics and themes that are being taught in each classroom’s Integrated Studies Curriculum. Each lesson commences with a focus or tuning in session which links to and supports the integrated learning area. Step by step procedures are given to the younger year levels whereas the middle and senior students are given a general guideline which then allows them the additional freedom to be more creative in their work. An environment of learning as well as enjoyment is hoped to be fostered in St. Paul’s Art Room.

### Physical Education

Units covered:
Skipping - activities include events such as - co-ordinated sequences, individual and partner skipping and leaping.

**Basketball**
- Catching/throwing-over arm, chest under arm
- Movement patterns (running whilst catching and throwing)
- Goal shooting
- Team rules

**Soccer**
- Kick/dribble
- Kick passing
- Kick to target
- Heading the ball
- Dribbling whilst moving (co-ordinated sequence patterns)
- Team rules

**T – Ball**
- Large bat to ball
- Revise over arm throw/under arm throw for fielders
- Catching with a glove
- T-ball game rules