

English

Language

The year 3 learners will come to understand, through poetry and the use of non-fiction text, how different types of text use a variety of word and language choices specifically for their purpose and context. This will include aspects such as how to express and develop ideas and a continuing focus on the use of paragraphs and how they are organised. Their learning will occur as part of a weekly grammar group and as part of our genre writing focus. With a continued focus on our weekly spelling, writing, reading and grammar sessions, along with addressing individual needs, the year 3s will learn to draw on the meaning and context to use and spell correct homophones, e.g. break/brake or ate/eight.

Literature

Through the use of poetry, an integrated curriculum, shared experiences and discussion the children will have opportunities to express their personal ideas and preferences. They will have experiences with poems that are rhythmic, use word play for fun and engagement and create texts that use language features such as rhyme, rhythm, mood and sound effects.

Literacy

The year 3s will also continue to write recount texts and imaginary stories. They will also work on informative texts and poetry to continue to develop their knowledge of text structures and features for the genres. Year 3 reading outcomes include continuing to enhance their confidence in building and using reading strategies, analysing, constructing and interpreting meaning. They will continue to read a range of text with fluency and intonation.

HASS - Geography

In geography the children's learning will include the inquiry questions, What is a place? How are people connected to their place and other places? and What factors affect my connection to places? The year 3s will be involved with learning experiences that introduce the concept of scale when mapping, develop understandings of the 'Map of the World' through geographical divisions, intercultural aspects and where they are located in relation to Australia. They will be learning about relevant geographical concepts, via an inquiry method, to assist in the development of a sense of place in their physical world.

The Arts and ICT

Learners will examine art forms that have arisen from the rich and diverse belief systems and traditions of the Asia region. Students will consider the aesthetic qualities of these art forms via Tai Chi dance, Korean Fan Dancing and Taiko Drumming.

Dance and Performing

In preparation for our end of year performance the children will practise a repertoire of performances, including practising techniques for learning to move and perform and exploring expressive possibilities. They will also be expected to listen as a performer and as an audience.

Visual Arts

The children will make artworks in different forms to explore ideas, experiences, observations and imagination to create visual artworks and designs around Asian countries and Christmas (integrated curriculum).

Technology

The children will continue to manage, explore and experiment with PowerPoint, Seesaw and the use of iPads. The children will be introduced to coding (giving instructions in computer language) through hands-on games and activities that help them to think like a computer programmer (logical thinking and problem solving).

Term 4 Overview Stacey Wood

Year 3 2021

Well-Being

The well-being of all children will catered to by an integrated program throughout their learning as well as the use of the following programs

- Personal and Social General Capabilities
- Child Protection Curriculum
- Play is the Way

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Science: Nic Strevens

Mathematics

The children will continue to show their ability to recall multiplication facts of two, three, five and ten. They will also review and practice division facts and relate those to multiplication facts. They will also continue to represent and solve problems involving multiplication and division using efficient mental and written strategies and appropriate digital technologies.

The year 3s will conduct chance experiments, identify and describe possible outcomes and recognise variation in results as part of a Chance and Data unit of work. Within this they will identify questions and data sources and then plan methods of data collection and recording. While collecting data the learners will organise data into categories and create displays in forms of lists, tables, pictorial, and simple column graphs. The year 3s will then be expected to interpret and compare data displays.

All children will be involved in problem solving with real-world problems and develop a range of problem solving strategies to assist them. This will partly be achieved through group work as well as reflecting and sharing their thinking, reasoning and understandings. The use of real-life problem-based learning is to assist in the development of a positive attitude to working mathematically. They will be able to orally show their reasoning through discussion and questioning.

Integrated curriculum

Through this integrated curriculum approach the learners will begin to learn about and recognise the diversity within and between the countries of the Asia region and Australia. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia and Australia.

Within Buddy class the learners will develop their inquiry and research skills with a focus on Asian countries. They will develop inquiry questions about places, for example, 'How far away is it?', 'How easy is it to get to?', 'How am I connected to it?' When researching they will collect data and information from observations and identify information and data from sources provided to learn more about countries in the region of Asia using things such as maps, photographs and internet data. They will then be able to sort and record information and data in tables, posters, brochures and maps. Learners will be asked to explore a point of view and draw simple conclusions based on discussions, observations and information. They will compare and contrast their chosen Asian country and Australia. Learners will then present their knowledge and understandings in various formats including oral, graphic and written forms.

English

Language

Year two children will understand, through poetry and non-fiction text, that there are identifiable structures and features that are specific to those texts. They will come to understand that some of the features of these texts include such things as word associations, a specific vocabulary, rhyme and a variety of ways to express yourself. Using information texts and poems year 2s will understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose.

Through weekly spelling, writing, reading and grammar lessons they will use their knowledge to read and write high frequency words and words whose spelling is not phonetically predictable.

All children will be able to identify aspects of different types of literary texts, and give reasons for personal preferences, as well as identify, reproduce and experiment with rhythmic, sound and word patterns in poems.

Literature

Using poetry, an integrated curriculum, shared experiences and discussion the children will have opportunities to express their personal ideas and preferences. They will have experiences with poems that are rhythmic, use word play for fun and engagement and assist them to identify important feelings and ways to express themselves.

Literacy

Through language and literature work, the year twos will discuss different texts on a similar topic. They will be asked to identify similarities and differences within and between those texts. During guided reading sessions the year twos will be asked to make statements and voice opinions about various texts. They will be expected to speak in a clear manner with an appropriate volume. Year twos will continue to use comprehension strategies to build literal and inferred meaning of texts. They will be exposed to a variety of comprehension strategies and be asked to analyse texts via guided reading sessions and during shared reading times.

The children will continue to write recount text and short imaginative texts. They will be introduced to informative texts and poetry to develop a growing knowledge of text structures and language features for these genres. When writing year 2s will be expected to re-read their own text and begin to self-edit for spelling, basic punctuation and meaning.

The Arts and ICT

Learners will examine art forms arising from the rich and diverse belief systems and traditions of the Asia region. Students will consider the qualities of these art forms via Tai Chi dance, Korean Fan Dancing and Taiko Drumming.

Dance and Performing

In preparation for our end of year performance the children will practise a repertoire of performances, including techniques in expressive movement, prop use and instrumental rhythm. They will also be expected to listen as a performer and as an audience.

Visual Arts

The children will design and make artworks in different forms to explore ideas, experiences, observations and imagination around Asian countries and Christmas.

Technology

The children will continue to manage, explore and experiment with PowerPoint, Seesaw and the use of iPads. The children will be introduced to coding (giving instructions in computer language) through hands-on games and activities that help them to think like a computer programmer (logical thinking and problem solving).

Term 4 Overview Stacey Wood

Year 2 2021

Well-Being

The well-being of all children will be catered to in an integrated program throughout their learning as well as the use of the following programs

- Personal and Social General Capabilities
- Child Protection Curriculum
- Play is the Way
- Australian Curriculum - Health

HASS - Geography

The children's learning will include the inquiry questions, What is a place? How are people connected to their place and other places? and What factors affect my connection to places? The year 2s will be introduced to the concept of scale when mapping, develop understandings of the 'Map of the World' through geographical divisions, intercultural aspects and where they are located in relation to Australia. They will be learning about relevant geographical concepts, via an inquiry method, to assist in developing a sense of place in their physical world.

Mathematics

Year two mathematical learning includes continuing to investigate number sequences, initially those increasing and decreasing by twos, threes, five and ten from any starting point, then move to other sequences. They will recognise and represent division as grouping into equal sets and solve simple problems using these representations.

Year 2s will be able to identify practical activities and everyday events that involve chance along with describing outcomes such as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'. Through a chance and data unit they will come to understand that when they predict, they use what they know to think what might happen. They will also rely on clues and prior knowledge to make an informed guess. They will come to understand that probability is the chance or possibility that an event will happen. Year 2s will identify a question and gather data about that question in order to create data displays such as picture graphs. Year 2s will interpret information from these displays in order to answer their identified question.

All children will be involved in problem solving with real-world problems and develop a range of problem solving strategies to assist them. This will partly be achieved through group work as well as reflecting and sharing their thinking, reasoning and understandings. The use of real-life problem-based learning is to assist in the development of a positive attitude to working mathematically. They will be able to orally show their reasoning through discussion and questioning.

Integrated curriculum

Through this integrated curriculum approach the learners will begin to learn about and recognise the diversity within and between the countries of the Asia region and Australia. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia and Australia.

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