

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 also occur as part of a weekly grammar group, in their daily writing 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/or context of a word as a focus on using and spelling, for example, with the correct use of 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 procedural 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 and constructing and interpreting meaning. They will continue to read a range of text with fluency and intonation, including chapter books and information texts.

Term 4 Overview Linda Cottle Year 3 2022

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
- Zones of Regulation

The Arts

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.

Media Arts

For Media Arts the children will use media technologies to capture and edit images, sounds and text for a purpose by creating posts to parents using Seesaw, and creating PowerPoint presentations.

Visual Arts

Learners will examine art forms that have arisen from the rich and diverse belief systems and traditions of the Asia region. They will create artworks in different forms to explore ideas, experiences, observations and imagination to create visual artworks and designs around Asian art, Icons of Australia and Christmas.

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.

French: Claudine Deneuve Health/PE: Cam Grigg
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.

Digital Technologies

Along with our buddies this term, we will be further recognising and exploring digital technologies. The students will begin to learn about common digital systems and patterns that exist within the data they will collect. This will be achieved by organising, manipulating and presenting this data in creative ways to create meaning. Through discussion with teachers, the students will learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating. Our topics will cover aspects such as technology all around us, technology devices, what is data, data collection, exploring a computer and online safety (E-Safety).

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. Through the use of information text 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. This will be achieved by experimenting with the genre of information text and poems when reading and writing.

When reading and writing children will be able to understand how to use their growing spelling knowledge to spell words. They will also use this knowledge to read and write high frequency words and words whose spelling is not predictable from their sounds. This will be through weekly spelling, writing, reading and grammar lessons as well as addressing individual needs.

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

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 assist them to identify important feelings and ways to express themselves.

Literacy

Through poetry and integrated curriculum 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.

When reading 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 suitable to their reading abilities. The year twos will 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 procedural 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.

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Well-Being

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

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.

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French: Claudine Deneuve Health/PE: Cam Grigg

**Term 4 Overview Linda Cottle
Year 2 2022**