



Holland Park State School



2024 Year 3 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	<p>Unit 1: Constructing a persuasive response Students read, view and analyse persuasive texts. Students read persuasive texts such as news articles and write answers to comprehension questions.</p>	<p>Unit 2: Expressing ideas creatively Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. Students explore the effects of some literary devices and visual features and how texts are structured and presented relevant to their purpose and audience.</p>	<p>Unit 3: Creating information reports Students read, view and create information reports on a range of topics being studied in other areas of the curriculum areas. They will complete an oral reading assessment and write an information report related to learning in other curriculum areas.</p>	<p>Unit 4: Examining stories and adapting ideas 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 language features used to suit context, purpose and audience. They create a multimodal imaginative adaptation to a narrative text.</p>
Mathematics	<p>Number and Algebra</p> <ul style="list-style-type: none"> Representing, reading, comparing and ordering five-digit numbers Recalling addition and subtraction number facts Developing and applying a written strategy for addition and subtraction Adding and subtracting two-digit and three-digit numbers to solve problems <p>Statistics and Probability</p> <ul style="list-style-type: none"> Classifying outcomes of familiar events 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Additive number patterns Fractions – halves, quarters, eighths, fifths and tenths Multiplication facts for 5 and 10 Creating algorithms involving a sequence of steps <p>Statistics and Probability</p> <ul style="list-style-type: none"> Interpreting simple maps <p>Measurement and Space</p> <ul style="list-style-type: none"> 3D objects Angles 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Multiplication facts for 3 and 4 Multiplicative number patterns Fraction - thirds <p>Statistics and Probability</p> <ul style="list-style-type: none"> Identify and describe chance events Conduct a chance experiment Collecting, recording and representing data 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Solving multiplication and division problems Estimating and adding quantities of objects in collections (2-digits and 3-digits) <p>Statistics and Probability</p> <ul style="list-style-type: none"> Collecting, representing and interpreting data Statistical investigations <p>Measurement and Space</p> <ul style="list-style-type: none"> Length – metre Mass – kilograms and grams Capacity – litres and mL

	Measurement and Space <ul style="list-style-type: none"> Angles Time – reading time to five minute and one-minute intervals and comparing duration of time 		Measurement and Space <ul style="list-style-type: none"> Length – metre Mass – kilograms and grams Capacity – litres and mL 	
Science	Unit 1: Night and Day Earth and Space Sciences Students investigate the effect of the Earth's rotation on its axis in relation to the position of the sun. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth's rotation.	Unit 3: Heating Up (STEM) Physical Sciences Students investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another.	Unit 2 Feather, fur & Leaves Biological Sciences Students investigate what constitutes a living thing and understand that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things.	Unit 4: Melting Moments Chemical Sciences Students investigate how a change of state between solid and liquid can be caused by adding or removing heat. Explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid.
Humanities and Social Sciences (HASS)	Unit 1: "Is it important to contribute to communities in neighbouring countries?" Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups and describe the diverse characteristics of different places.		Unit 2: Protect or Neglect - "Is it important to protect places of historical significance?" Students identify individuals, events and aspects of the past that have significance in the present and aspects of their community that have changed and remained the same over time.	
Health	Unit 1: Respectful Interactions Students identify how they can contribute to healthy relationships and manage challenging relationships and apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.	Unit 2: Good friendship Students explore the impact of social interaction on self-identity and explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend and how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.	Unit 3: I am healthy and active Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity children. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.	Unit 4: Feeling Safe Protective Behaviours Students develop their understanding and demonstrate how to respond positively and be resilient in difficult situations.

Physical Education	Students perform a range of skills in aquatic activities with a focus on stroke development and lifelong water safety skills. They explore the notions of propulsion and how their body moves in a variety of movement sequences and situations.	Students participate in a range of small ball manipulative activities focusing on individual ball handling skills and racquet skills within a variety of striking game environments. They explore elements of time, effort, space, objects and people and apply them to solve movement challenges.	Students perform a range of small ball manipulative activities focusing on individual ball handling skills within a variety of striking game environments. They explore elements of time, effort, space, objects and people and apply them to solve movement challenges.	Students participate in a range of aquatic activities and movement challenges with a focus on stroke development and lifelong water safety skills. Students explore various fundamental movement skills and how they affect propulsion and efficiency through water.
Technologies		Design Technologies: Heating Up (STEM) Students use the engineering design process to design and build a water cooler. Students will investigate what is heat, how heat is transferred from one object to another. Using the Engineering Design Process the students will design, plan, build, test and modify a design of an insulated cover for a water bottle.		Digital Technologies Protect or Neglect (HASS) Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue. Using the data collected during a HASS inquiry, students represent data in different ways depending on its purpose, using Numbers app on the iPad.
Languages - Japanese	Amazing places Students explore different regions in Japan and describe places in their own community.	How do we celebrate? Students use language to explore the concept of celebrations and make connections with own experiences.	Mini chef Students will explore the concept of eating practices. They will also look at ways of communicating about cuisine and sharing meals.	The journey of the tale Students will use language to explore the different representations of characters in traditional stories.
The Arts				
Music	Unit 1: Sounds Percussive! Students learn about musical form, rhythm, dynamics and timbre while exploring bucket drumming techniques. They accompany themselves on a bucket drum set while singing a known song.		Unit 2 - Sounds like a zoo Students delve into the musical elements, refining their skills to compose pieces that vividly depict chosen animals, fostering creativity and enhancing their understanding of musical expression.	
Dance		Students participate in a dance enrichment program run by external dance instructors Creative Dance Industries (not assessed)		

Drama	Unit 1: Heroe's Journey - Students explore personal journeys and qualities of heroism through mime and freeze frames, connecting their experiences to the narrative of "Journey" by Aaron Becker		
Visual Arts			Students study the purpose and meaning of artworks and use this as inspiration while experimenting with oil pastel and drawing processes.
ESAS (Entrepreneurial, Sustainability and Science)	Students investigate soil and why it is an important Earth resource. They explore soil sustainability and develop a solution to soil problem using design thinking.		
Philosophy	Students develop their thinking skills in the class community by asking relevant questions, exploring reasons, making distinctions, developing analogies, and drawing conclusions.		

* Units are subject to change throughout the year