**English - Traditional Stories.**

Throughout term 3, we will explore traditional stories from first Australians and traditional stories from around the world. Within these stories, we will focus on how points of view have been expressed using a variety of language features and text structures. We will then move into a more in depth analysis of the language features and text structures that surround imaginative texts. We will explore how to develop our own imaginative text through the use of vocabulary choices, language features and structure.

We will be focusing on the following aspects in our English programme.

- Explicit focus on genre: Imaginary recount (purpose and audience)
- Understand point of view and perspective.
- How to identify and isolate events from a given text.
- Character exploration – traits, characteristics and descriptions of characters.
- Define and explore character profiles (appearance, likes/dislikes, attributes, behaviours, thoughts)
- Enhancing our vocabulary - how to communicate traits/characteristics & descriptions in a written format.
- Grammar:
  - Noun and nouns groups
  - Adjectives
  - Verbs (modal verbs, verb groups and adverbs.
  - Doing/thinking/saying and feeling verbs
  - Clauses (subject and verb agreement)
- Tense surrounding recount (present tense). How to maintain the correct tense throughout the genre.
- Editing for meaning, structure, spelling and punctuation.
- Mastered simple sentences.
- Varied sentence beginnings and structure.
- Paragraphing (when and how to use paragraphing)
- Increased mastery of compound and complex sentences.
- Handwriting

**Maths**

**Number and place value**

- Sequencing numbers beyond 1000
- Representing & Partitioning 4-digit numbers
- Using place value to add (written strategy)
- Representing multiplication
- Recalling multiplication facts
- Connecting multiplication and division

**Money and financial mathematics**

- Representing money amounts
- Choosing coins and notes to match a purchase price
- Calculating change
- Adding totals

**Fractions and decimals**

- Representing and comparing unit fractions
- Using symbols to represent fractions (Shapes)
- Using symbols to represent fractions (Collections)

**Location and transformation**

- Describing symmetry
- Identifying symmetry in the environment
- Investigating symmetry

**Using units of measurement (Length, mass and capacity)**

- Measuring with standard metric units (metres)
- Measuring length with standard metric units (cm)
- Measuring mass using non-standard units
- Measuring mass with standard metric units (kg)
- Measuring capacity using non-standard units
- Measuring capacity with standard metric units (L)

**Patterns and algebra**

- Identifying number patterns to 10 000
- Exploring number patterns involving addition and subtraction

**Science -** Students will need 15 x 20cent coins for their science investigation. If the children could start to collect these at home, it would be greatly appreciated. We will let the students know when they are required to be brought into school.

**Health -** Students will be exploring healthy actions this term, the students will need to select a specific healthy action for their end of unit task. If students could start to collect pictures (from magazines/newspapers etc), that illustrate their chosen healthy action that would also be greatly appreciated.

**Year 3 - Term 3 Curriculum Overview**

**Special Dates:**

- 15/8/14 – School Disco
- 18/8/14 – Book Week Parade
- 9/9/14 – P-3 Sports Day
- 11/9-17/9: Parent/Teacher Interviews

Collect from home
Science – HOT Stuff!

In this unit, students will investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another.

Searching for heat
- Experiencing heat

Defining heat
- Observing heat
- Measuring heat
- Measuring changes in temperature

Producing heat
- Exploring ways of making heat
- Heating water
- Heating up

Changing heat
- Moving heat
- Keeping liquid hot
- Making it hot
- Heat transfer investigation

Heat transfer
- Investigating and reporting on heat transfer

Controlling heat
- Absorbing heat
- Drink bottle cooler
- Keeping our bodies in balance
- Applying sustainable practices

History (all classes)

Exploring continuity and change in local communities
- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?

Setting the scene
- Aboriginal and Torres Strait Islander peoples
- Kombumerri people
- Saibai people

Investigating the evidence
- Language group in the local community
- Queensland then and now
- Transport in Queensland
- Past and present trains
- Changes in trains
- Local community study
- Changes in the natural and built environment

Making connections
- Past and present work
- Changes in work

Drawing conclusions
- Reviewing sources
- Local community poster

Geography (Bilby & Possums)

Protecting places near and far.
- How do people’s feelings about places influence their views about the protection of places?
- How and why are places similar and different?

Similarities and differences between places
- Australia and its neighbouring countries
- Diversity of human characteristics
- Influence of climate
- The diversity of Australian communities

Investigating significant places and views about their protection
- How people feel about places
- Australia’s World Heritage Sites
- The local area
- Conducting interviews and surveys
- Protecting places – a local case study
- Case study: Fraser Island

Research Inquiry
- Developing questions and collecting data
- Conducting surveys
- Findings
- Response to findings
- Suggestions for action

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