# Teaching and Learning Overview

## Year 3 Term 1, 2016

### St Kieran’s Primary School

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Religion</th>
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<tbody>
<tr>
<td><strong>Learning Goals:</strong></td>
<td><strong>Learning/Teaching Goals:</strong></td>
<td><strong>Learning Goals:</strong></td>
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<td>• To further develop sentence writing</td>
<td>• To differentiate learning to cater for all students’ needs.</td>
<td>For students</td>
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<td>• To explore setting the scene and developing character descriptions for short stories</td>
<td>• To develop students’ mental computation skills.</td>
<td>• To understand that God can be described and represented in different ways.</td>
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<td>• To be able to write following the generic narrative structure of Beginning (Introduction, setting and characters), Middle (Complication/problem) and End (Resolution, problem is fixed)</td>
<td>• To build students’ confidence and enthusiasm for mathematics.</td>
<td>• To describe God in different ways and give reasons for this.</td>
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<td>• To explore and understand the main parts of a good persuasive text – Title, Overview, Arguments and Conclusion using the PEEEL structure of point of view, elaboration, evidence and</td>
<td>• To encourage students to realise that there are many different ways of solving a problem.</td>
<td>• To develop an understanding of the purpose and use of the Psalms.</td>
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<td>The focus this term is:</td>
<td><strong>Focus question:</strong></td>
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<td></td>
<td>Number and Place value</td>
<td>Who can help us understand who God is and how do they do it?</td>
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<tr>
<td></td>
<td>• Reading and Writing Hundreds</td>
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<td></td>
<td>• Reading and Writing Numbers to 1000</td>
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This unit focuses on the Old Testament, and the stories and
- To continue to develop student reading and comprehension strategies.

In this unit the students will read and explore a range of narratives and persuasive texts. They will identify what makes them interesting and convincing. They will revise the structure, view examples of expected and above samples of narratives and persuasive texts and identify the appropriate language for each text type. They will plan and write their own narrative and persuasive text using picture stimulus.

**Addition Concepts and Strategies**

- Using Mental Maths to Make 10
- Adding Tens to a 2-digit Number
- Adding Tens
- Adding Tens and Ones
- Using Models to Add
- Add 9 by Adding 10
- Adding Larger Numbers
- Adding more Than Two Numbers

**Building numbers beyond 1000**

- Understanding Odd and Even numbers
- Using Clues to Identify Numbers
- Using Place Value to Add and Subtract
- Ordering Three Numbers
- Comparing Numbers
- Rounding Whole Numbers

**SCIENCE**

**Learning Goals:**

- For students to develop an awareness of how to distinguish between living and non-living things
- For students to use observable features to distinguish between plants and animals.

The Fur, Feathers or Leaves unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore features of living things, and ways they

prayers, including Psalms. Students read about and view pictures depicting God in different ways. Students read and identify key messages and meanings in these stories and prayers. For assessment students will create their own Thanksgiving prayer using the You, Who, Do, Through Strategy.
### HISTORY

**Learning Goals:**

- For students to locate information in sources to investigate the continuing importance of Country and Place to a language group from the local area.
- For students to explore aspects of life that have changed over time and which aspects have remained the same?

In this unit, students will undertake a historical inquiry to investigate continuity and change in the local area. To respond to the question ‘Who lived here first and how do we know?’ students will conduct a local area study of an Aboriginal or Torres Strait Islander language group.

### Subtraction Concepts and Strategies

- Identifying the Missing Part
- Drawing Subtraction Stories
- Reasons to Subtract
- Using Addition to 20 to Subtract
- Subtracting Tens
- Sorting Tens on a Hundreds Chart
- Subtracting on a Hundred Chart
- Estimating Differences

### SPECIALIST LESSONS

**MUSIC:** Mrs Joy Dawson

Year 3 students will revise old songs and learn new songs through unison singing. Through these songs students will be introduced to “la” through solfa work.

In rhythm work students will revise taa, ti ti and sah and introduce a minim (2 beats). Students will be using rhythms through composing, adding barlines and learning the use of solfa.

### PE

Mrs Alanna Shepherd

Students will:

- Practice and refine loco-motor and object control skills (catching, throwing, dribbling and bouncing) to participate in modified ball games.
- Discuss and demonstrate the ability to select different movements to be successful in...
To respond to the questions ‘How has our community changed? What features have been lost and what features have been retained?’ students will investigate the nature of continuity and change in the natural and built environment of their local area.

To demonstrate their understanding of the historical inquiry process and the nature of continuity and change, students will develop an ongoing journal to record their findings.

**GEOGRAPHY**

Will be studied in Terms 2 and 3 of a double barline.

**JAPANESE (LOTE)**

Mrs Georgette Harrison

In Term 1 we will be learning the names of Zoo Animals and making sentences with verbs.

Doubutsuen e ikimasu. どうぶつえん へ いきます。 I will go to the zoo. Kuma wo mimasu. くま を みます。 I see a bear.

**EXTRA-CURRICULAR ACTIVITIES**

**Swimming Lessons:** Weeks 7 & 8 - 2 week block

Instrumental lessons (for students who have chosen to continue):

Lessons timetabled during class time

- Apply rules fairly and scoring systems when participating in game play.

**Library Lesson:** Mrs Margaret Mackay-Lowndes

**Drama** - Mrs Janet Thiel

**Visual Arts** – Mrs Caroline Brennan

**Media Arts** – Mr Dave Madden