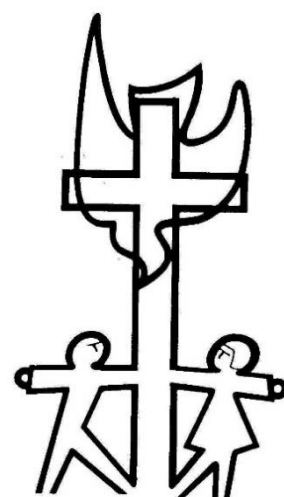




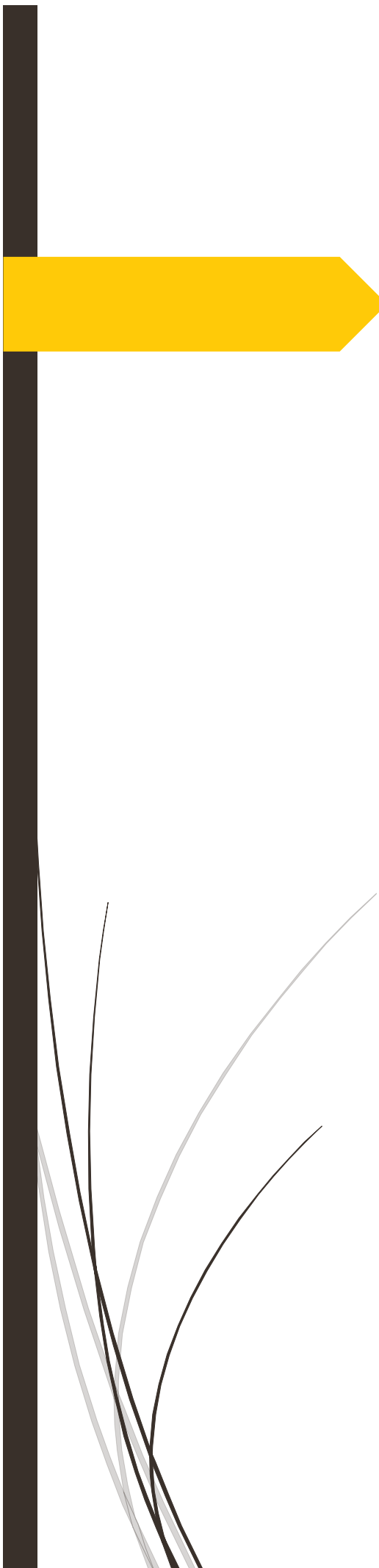
# Year 3 Curriculum Guide

# 2022



**OLIVET CHRISTIAN COLLEGE**

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# ENGLISH

## Course Description

The English curriculum is built around the three interrelated strands of *Language, Literature and Literacy*.

In *Language*, Year 3 students understand that languages have different communication systems and explore the language choices used in different text types. They learn about paragraphs, word contractions, clauses, verbs, extended and technical vocabulary and how to express their opinions. They also understand how to use letter-sound relationships, prefixes and suffixes and how to write high frequency words.

In *Literature*, Year 3 students discuss texts and draw connections from their personal experiences. They consider the language and settings found in text and work to create their own texts.

In *Literacy*, Year 3 students interact with their peers by listening to others and engaging in conversation. They present short, oral presentations and read a wide range of texts while using comprehension strategies. Students plan, draft and publish imaginative, persuasive and informative texts and edit their work. They also write using joined letters and use software to edit and publish different texts.

## Aims

- Understand how content can be organised using different text structures depending on the purpose of the text
- Understand how language features, images and vocabulary choices are used for different effects
- Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information
- Use phonics and word knowledge to fluently read more complex words
- Identify literal and implied meaning connecting ideas in different parts of a text
- Select information, ideas and events in texts that relate to students' own lives and to other texts
- Listen to others' views and respond appropriately using interaction skills
- Understand how language features are used to link and sequence ideas
- Understand how language can be used to express feelings and opinions on topics
- Create texts that include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters
- Create a range of texts for familiar and unfamiliar audiences
- Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations
- Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context when writing

- Use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately
- Re-read and edit writing, checking work for appropriate vocabulary, structure and meaning
- Write using joined letters that are accurately formed and consistent in size

### **Topics**

- Writing (Narrative, Persuasive, Poetry, Informative)
- Reading
- Spelling
- Grammar
- Speaking and Listening
- Soundway Program
- Literacy PACEs (1037, 1038, 1039, 1040)

### **Time Allocation**

- 10 periods per week

### **Assessment**

- Bookwork
- Reading Comprehension Assessment
- Oral Comprehension Assessment
- Spelling Tests (weekly)
- Topic Activities
- Literacy PACE Tests (1037, 1038, 1039, 1040)

# MATHS

## Course Description

The Mathematics curriculum consists of the following three strands: *Number and Algebra*, *Measurement and Geometry* and *Statistics and Probability*.

In *Number and Algebra*, Year 3 students explore place value, recognise odd and even numbers and represent numbers up to 10,000. They explore mental and written strategies for addition, subtraction and multiplication and recall multiplication facts of two, three, five and ten. Students also represent simple fractions and money values and describe, continue and create patterns that result from addition and subtraction.

In *Measurement and Geometry*, Year 3 students measure, order and compare objects using metric units of length, capacity and mass. They tell time to the minute and explore 3-dimensional shapes. Students also create and interpret grid maps and identify angles and symmetry.

In *Statistics and Probability*, Year 3 students collect data and conduct chance experiments, considering possible outcomes. They also organise data, create displays using lists, tables and graphs and compare and interpret data displays.

## Aims

- Recognise the connection between addition and subtraction
- Solve problems using efficient strategies for multiplication
- Model and represent unit fractions
- Represent money values in various ways
- Identify symmetry in the environment
- Match positions on maps with given information
- Recognise angles in real situations
- Interpret and compare data displays.
- Count to and from 10 000
- Classify numbers as either odd or even
- Recall addition and multiplication facts for single-digit numbers
- Correctly count out change from financial transactions
- Continue number patterns involving addition and subtraction
- Use metric units for length, mass and capacity
- Tell time to the nearest minute
- Make models of three-dimensional objects
- Conduct chance experiments and list possible outcomes
- Conduct simple data investigations for categorical variables

**Topics**

- Place Value
- Comparing and Rounding Numbers
- Addition and Subtraction (Mental and Written Methods)
- Angles
- Symmetry and Location
- Chance
- Multiplication and Division
- Fractions
- Patterns and Algebra
- Money
- Time
- Data
- Measurement
- Shapes

**Time Allocation**

- 8 periods per week

**Assessment**

- Topic Activities
- Mathematics Tests
- Math PACE Tests (1031, 1032, 1033, 1035, 1036, 1037)

# SCIENCE

## Course Description

In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They also use their understanding of relationships to make predictions.

## Aims

- Use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations
- Group living things based on observable features and distinguish them from non-living things
- Describe how they can use science investigations to respond to questions
- Use their experiences to identify questions and make predictions about scientific investigations
- Follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data
- Describe how safety and fairness were considered and
- Use diagrams and other representations to communicate their ideas

## Topics

- Living Things VS Non-Living Things
- Solids and Liquids
- Earth's Rotation
- Production and Transfer of Heat

## Time Allocation

- 1 period per week

## Assessment:

- Unit Tests
- Projects
- Bookwork
- Participation

# HASS

## Course Description

The Year 3 HASS curriculum includes the following subject areas: *History, Geography and Civics and Citizenship*.

In *History*, Year 3 students develop understandings about the heritage of their local area, including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples and how and why their community has changed. Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance and the different celebrations and commemorations that are held locally and in other places around the world.

In *Geography*, Year 3 students develop an understanding of the similarities and differences between places within and outside Australia through a study of their environmental and human characteristics. They examine climate and the types of settlements in Australia, the Country/Place of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students come to understand how people feel about and care for places and learn about the representation of Australia and the location of Australia's neighbouring countries.

In *Civics and Citizenship*, Year 3 students draw on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making to develop an understanding of democracy as rule by the people. They also explore how individuals, including themselves, participate in and contribute to their community.

## Aims

- Identify individuals, events and aspects of the past that have significance in the present
- Describe aspects of their community that have changed and remained the same over time
- Describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places
- Identify connections between people and the characteristics of places
- Explain the role of rules in their community and the importance of making decisions democratically
- Identify the importance of different celebrations and commemorations for different groups
- Explain how and why people participate in and contribute to their communities
- Pose questions and locate and collect information from sources, including observations, to answer these questions
- Examine information to identify a point of view and interpret data to identify and describe simple distributions
- Draw simple conclusions and share their views on an issue
- Sequence information about events and the lives of individuals in chronological order



- Record and represent data in different formats, including labelled maps using basic cartographic conventions
- Reflect on their learning to suggest individual action in response to an issue or challenge
- Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms

## **Topics**

### *History*

- Celebrations and Commemorations (Australia and around the world)
- Community—Past and Present
- Importance of Country/Place to Aboriginals

### *Geography*

- Australia's States and Territories
- Natural and Human Features in Australia
- Australia's Neighbouring Countries
- Climates Around the World

### *Civics and Citizenship*

- Rules and the Importance of Democracy
- Community – Participation and Contribution

## **Time Allocation**

- 2 periods per week

## **Assessment**

- Unit Tests
- Projects
- Bookwork
- Participation

# VISUAL ART

## Course Description

At Years 3 and 4 in Visual Arts, students undertake units of work that focus primarily on learning to express ideas through visual representations. They investigate art concepts such as symbolism and explore a range of art media and techniques. This usually includes working with a selection from an array of potential subject matter in the disciplines of visualisation and observation drawing using pencils and felt-tip markers. Students progress to painting with watercolours and explore oil pastel resist techniques. Within a 2-year cycle, they may at times diversify into basic printmaking. Students also explore techniques and processes, making decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They gain practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

## Aims

- Have opportunities to explore a variety of art media and develop their skills
- Learn to communicate their ideas through visual representations
- Can identify stylistic features of other cultures and art movements
- Consider the viewpoints of others and how these ideas can influence their own work
- Develop their own personal style of artwork and the connection to their own uniquely created identity
- Discuss the artistic intentions behind their own work and respond to content and ideas in the work of others
- Develop problem solving and critical thinking skills as they seek to improve their work practices
- Use a range of presentation skills to plan and display their work
- Understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- Recognise and develop their own God-given ability to be creative

## Topics

- Visualisation Drawing & Observational Drawing
- Watercolour Painting
- Acrylic Painting
- Printmaking

## Time Allocation

- 2 periods per week

## Assessment practice:

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks
- Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style in their work.

# MUSIC

## Course Description

Students extend their understanding of the elements of music as they develop their aural skills. They match pitch and show the direction of a tune with gesture or drawings. Students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music. Students listen as performers and as an audience, extending their awareness of themselves and others as performers and as an audience.

## Aims:

- Recognise simple metres
- Identify quaver, crotchet, minim and semibreve notes and rests
- Describe and discuss similarities and differences between music they listen to, compose and perform
- Discuss how they and others use the elements of music in performance and composition
- Collaborate to compose sound, silence, tempo and volume in music that communicates ideas
- Demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression

## Topics:

- Notes and Rests (quaver, crotchet, minim, semibreve)
- Time Signatures (2/4, 3/4, 4/4)
- Treble Clef
- Form
- Classical Period
- Dynamics
- Music Appreciation
- Singing
- Music Composition

## Time Allocation:

- 1 period per week

## Assessment:

- Performances
- Musical Compositions
- Topic quizzes
- Participation
- Classroom activities

# *LOTE - AUSLAN*

## **Course Description**

As students progress through the Third and Fourth Years, students continue to participate in classroom routines and structured interactions with teachers and peers. They continue to learn new signs relating to familiar topics, and to use the Auslan alphabet to replace either proper nouns that have no sign equivalent (student names etc.), or signs which have yet to be learnt. Students are encouraged to use actions other than signs (non-manual features), to describe information such as size and shape, and to use face expression to express feelings and emotions. Students also are encouraged to create their own imaginative texts, and to present these texts to the class with support. Students are taught the relationship between language and culture, and how Auslan has become an integral part of what it means to be Deaf in Australia today.

## **Aims**

- To encourage students to use visual communication in the classroom
- To be able students to use Auslan during familiar classroom routines
- To express feelings and emotions using visual language and non- manual features
- To translate simple signed texts into English (written or verbal)
- To recognise the different ways Deaf community members communicate with each other, and with the wider hearing community.

## **Topics**

- Greetings
- Colours
- Numbers (1 to 1000)
- Weather
- Time
- Holidays
- Animals

## **Time Allocation**

- 1 period per week

## **Assessment**

- Participation in visual communication activities
- Completion of topic related crafts
- Participation in classroom activities
- Ability to understand and follow basic visual instructions
- Formative assessment and observation

# *TECHNOLOGY DIGITAL*

## **Course Description**

Students explore digital systems in terms of their components and peripheral devices. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation. With teacher guidance, students identify and list the major steps needed to complete a task or project. When sharing ideas and communicating in online environments they develop an understanding of why it is important to consider the feelings of their audiences and apply safe practices and social protocols agreed by the class that demonstrate respectful behaviour.

## **Aims**

- Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes
- Explain how the same data sets can be represented in different ways
- Explain how the solutions meet their purposes
- Collect and manipulate different data when creating information and digital solutions
- Safely use and manage information systems for identified needs using agreed protocols
- Describe how information systems are used

## **Topics**

- Exploring Microsoft Word
- Exploring Microsoft PowerPoint
- Online Safety
- Forms of Data
- Transferring Data
- Information Systems

## **Time Allocation**

- 1 period per week

## **Assessment**

- Unit Tests
- Group/Individual Learning Tasks

# HEALTH

## Course Description

The Year 3 and 4 course allows students to further develop their knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older. Students develop knowledge, understanding and skills that supports them to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

## Aims

- To develop an appreciation of the marvellous bodies that God has created as our abode.
- To develop a healthy lifestyle.
- To contribute to a healthy lifestyle both as individuals and as a group.
- To learn to make wise choices with our health and lifestyle.

## Topics

- Empathy
- Respect
- Emotions
- This is Me and Others
- Being Active and Sustainable
- I'm a Success
- Coping with Change
- My Wellbeing
- Food and Health

## Time Allocation

- 1 period per week

## Assessment

- General observation of completed tasks
- Involvement in discussions
- Attitudes displayed during class

# *PHYSICAL EDUCATION*

## **Course Description**

Students learn a range of fundamental motor skills and movement skills through a wide range of activities. These skills provide the platform for learning sports specific skills throughout their schooling. Students learn that our bodies are a wonderful gift from God and that there are many ways in which we can strengthen, protect and preserve this gift through participating in activities that promote physical fitness and wellbeing. They also examine messages related to health decisions and describe how to help keep themselves and others healthy and safe.

## **Aims**

- To acquire, apply and refine skills, techniques and concepts of sport in order to respond confidently and competently in a variety of settings
- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To improve social confidence and competence in small and large group activities
- To develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- To understand the importance and benefits of physical activity, and how to take care of the bodies God has given us

## **Topics**

- Fundamental Motor Skills
- Swimming and water safety
- Athletics
- Fitness Training
- Movement
- Gymnastics
- Cross Country
- Skill that support Major Games
- Sports - Football, Tennis, Hockey, Cricket, Basketball, Netball, Soccer, T-ball, Rounders
- Health

## **Time Allocation**

- 2 periods per week

## **Miss Alisha Mitchell**

*This is just a few of the off-site activities enjoyed by our students.*

**Swimming** All Primary students are involved in the swimming program for either 5 weeks if in an outdoor pool or the whole term if the heated pool is available.

**Buddies Partners** across the whole school share activities each term.

**Sport activities** - with other Regional Schools including – Cross Country Run, Netball, AFL 9s Football, MiloT20 Blast Cricket

- Cross Country Sport Day Regional School challenge. Years 3, 4, 5, and 6 compete in the Castlemaine and District Primary Schools Cross Country Run at the Botanical Gardens in Castlemaine.
- Orienteering Day An interschool Orienteering Day is held, weather permitting, every May. This gives the students an opportunity to interact with the local schools and have a fun day of competition.
- Daily Sport – Sport session on Tuesday and short fitness games each other day

**Excursions** Students attend an excursion in the last week of every term. These are usually held in surrounding regions and are a highlight to the term.

**Weekly efforts are rewarded with Cash (House) points awarded for**

- Goals complete
- Memory verse learnt
- Quiet work
- Attentive listening
- Can be fined for “noise pollution” or “trespassing” etc.

**Other Classes**

- Language taught in primary is AUSLAN
- Mini Musical – End of year presentation