

# St Joseph's School Stanthorpe

## 2014

### Year 3

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	<b>Silos:</b>	<b>Inform / Instruct</b>	<b>Analyse / Persuade</b>	<b>Entertain / Critique</b>	<b>Inform/ Describe / Reflect</b>
	<b>Title:</b>	<b>My Sunburnt Country</b>	<b>Lights! Camera! Action!</b>	<b>Australia and its Neighbours</b>	<b>Jingle Bells</b>
	<b>Course Overview:</b>	This term, we'll be looking at the purpose, audience and structure of information texts and biographies. We'll be learning about paragraphing, clauses and subject-verb agreement. We'll make connections between the information in the texts and our own experiences. We'll examine how illustrations and diagrams support and extend the printed text. We'll be encountering some complex language features, including varied sentence structures and some unfamiliar vocabulary.	This term, we'll be examining point of view in persuasive texts and offering our own views. We'll be looking at the power of language and visuals for describing and reflecting, particularly in texts like poetry and multimodal performances (include a mixture of speech, text, audio, visuals, etc.). Using software, visuals, music and sound effects we'll plan and deliver presentations. We'll use reading strategies such as predicting, monitoring understanding and re-reading. We'll consider the language used to describe these features, and the effect that various techniques have on the reader/audience. We'll also develop criteria for establishing personal preferences for literature.	This term, we'll be examining the portrayal of characters, events and setting in imaginative texts, including those that describe complex sequences of events over several pages. We'll practise listening and turn-taking when we contribute to discussions. We'll discuss how evaluative language can be varied to suit an audience or purpose. We'll pay attention to visual techniques and use some of these, with the help of software, to create our own persuasive texts.	We'll listen to, read and view creative texts as models for our own work. They will plan and deliver short presentations, providing key details and a logical sequence. They will identify the point of view in a text and suggest alternative points of view. They will plan, draft and publish an informative text - Letter to the Editor.
	<b>Text types:</b>	INFORMATIVE / PROCEDURAL texts, e.g. * report, NAPLAN model texts, recipes, manuals, etc. *Biography - Person of Italian Heritage	PERSUASIVE texts, e.g. * Advertisements, Speeches, Blogs AESTHETIC / REFLECTIVE texts, e.g. * rhyming verse, poetry, dramatic performances	IMAGINATIVE / NARRATIVE texts, e.g. * traditional oral texts including Aboriginal stories, picture books, simple chapter books, film, dramatic performances, and texts used by students as models for constructing their own work.	Description, Invitation, Letter to the Editor
	<b>Assessment:</b>	Create an Informative Report on an Australian Animal/Place. Create a Powerpoint Biography of a person they know of Italian Heritage	Present an persuasive speech on a chosen topic relating to Health Food choices. Students will create a poem following a studied structure. Students will perform a selected poem for an unknown audience	Create and publish an imaginative narrative by innovating on a narrative studied in class by revising the ending. Write a Book Review on their choice of book.	Write a description on 'How Heat is Transferred' for Science. Students will create an invitation to an International banquet. Create and publish a Letter to the Editor on a geographical issue.
	<b>Scaffolding:</b>	Immerse students in relevant language Provide simple information for students who might have difficulty with research Small group instruction Repetition of key concepts Modelling and Joint construction of a report Provide students with Graphic Organisers/template of structure Provide Sentence Beginnings	Provide visual stimulus for Oral Language development Use of templates to focus on reflective thinking Peer Tutoring	Provide templates Topic sentence/paragraph starters Assistance indentifying audience Brainstorm Ideas to use in text Brainstorm descriptive words Modellled and joint construction of text Oral Language support Word Walls	Provide visual stimulus for Oral Language development Use of templates for Reflective Thinking Peer Support Small group Instruction Immerse students in relevant language
Mathematics AC	<b>Title:</b>	<b>Maths Term 1</b>	<b>Maths Term 2</b>	<b>Maths Term 3</b>	<b>Maths Term 4</b>
	<b>Course Overview:</b>	This term we count to and from 10 000, recall basic addition and subtraction facts and recognise the connection between them and classify numbers as either odd or even. We'll interpret simple maps of familiar locations, list outcomes for everyday events and make sense of collections. We'll continue number patterns involving addition and subtraction and find information and collect data from relevant questions to create lists, tables and picture graphs.	This term we count to and from 10 000, apply place value to partition, rearrange and regroup numbers to 10 000. They recall addition and multiplication facts for single digit numbers and model and represent unit fractions. They will conduct chance experiments and list possible outcomes and they'll recognise angles in real situations and identify symmetry in the environment.	This term we count to and from 10 000, solve problems using efficient strategies for multiplication and model and represent unit fractions. We'll represent money values in various ways and correctly count out change from financial transactions, use metric units for length, mass and capacity and match positions on maps with given information. We'll carry out simple data investigations for categorical variables and interpret and compare data displays.	This term we count to and from 10 000, solve problems using efficient strategies for multiplication and represent money values in various ways and correctly count out change from financial transactions. We'll tell time to the nearest minute and investigate the relationship between units of time. They continue to revise all areas.
Geography AC	<b>Title:</b>	<b>Stanthorpe and Beyond</b>	<b>Australia - Features. Aboriginal and Torres Strait Islander Peoples - Countries and Places</b>		

	<p><b>Course Overview:</b></p> <p><b>Key Sources of Geographical Data:</b></p> <p><b>Thinking Tools and Graphical Organisers:</b></p> <p><b>Assessment Ideas:</b></p> <p><b>Fieldwork and Local Resources:</b></p>	<p>Students will understand that Stanthorpe is a place, within a series of larger places, within Australia and its neighbours, including Fiji, Indonesia and New Zealand. Students will understand the similarities and differences between their place and other places around them, regarding climate, natural and human features and settlement.</p> <p>They will propose geographical questions about the impact of certain issues and realise how to take action to make a difference to the impact they have on their place, using graphs, maps and photos, etc.</p> <p>Essential questions:          What is Geography?          What is our place (Stanthorpe) like?          Why are their different climate zones in the world?          What are our neighbouring countries like?          Why is it important to protect places that have special significance for people?          What are the similarities and differences between Stanthorpe, Fiji, New Zealand and Indonesia, in terms of their settlement, demographics and the lives of people who live there?</p> <p>Primary source: (collected by students) interviews, surveys, Maps of Australia and World, Junior Atlases, Brochures, Artefacts from each country, photos, Border Post, Globe, Google Earth, Stanthorpe Tourist Information Centre, Bureau of Statistics and local knowledge, graphs.</p> <p>Consequence chart/wheel, cause and effect chart (impact)          PMI, SWOT analysis, PCQ Extension (evaluation of proposed action)          Fishbone, mind map (show interconnection)          Concept web, summarise ideas</p> <p><b>Connections between places</b> – Large Scale Map of Australia and Neighbours – Labelling location and features.          - Collecting and recording of data on each country          - Observations recorded in books</p> <p><b>Protection of special places</b> – Design of poster of a place with special significance, showing others how to protect it?</p> <p><b>People interacting within places</b> – Communicate through Letter to the Editor, written or digital presentation of findings in their investigation, Reflection sheet on their proposal of action.          - Similarities and differences between 2 countries – interpret, analyse and conclude data into diagram          - Research Task – all skills.</p>	<p>This unit is covered in and combined within the History unit - Unit 1 "Our Sunburnt Country"</p>		
History AC	Title:	Our Sunburnt Country	Italy Down Under		

	<b>Course Overview:</b>  <b>Primary Source Document Focus:</b>  <b>Thinking Tools and Graphic Organisers:</b>  <b>Assessment Ideas:</b>  <b>Local Resources:</b>	<p>In the unit, "Our Sunburnt Country", students examine local Indigenous Australians and use sources to understand where they came from and why they place so much importance on country and place . Students also identify and discuss the origins and importance of special days celebrated and explore local and national symbols and emblem. The following CDs from Year 3 Geography curriculum - G GKU3.1 and G-GKU3.2 - are aklo integrated and assessed within this unit.</p> <p>In this unit Year 3 will .... recognise the importance of country and place to Aboriginal and Torres Strait Islander peoples who belong to our Local Area. They will look at the significance of important events in Australian History, like ANZAC Day, Aust. Day and NAIDOC Week and the importance of symbols and emblems.</p> <p>Primary documents including....oral histories, letters, photos, maps, buildings, local museum, aboriginal sites, guest speakers, artefacts</p> <p>KWL Chart Question Matrix Bloom's Taxonomy Timelines</p> <p>Timeline - of special events Symbols/Emblems Matching Task Local Area Mapping Exercise</p>	<p>In the unit, "Italy Down Under", students study the role that people of Italian Hertiage have played in the development and character of Stanthorpe as a community. Students will also look at the changes in Transport and Education from past until present.</p> <p>In this unit the students will study the cultural diversity of Stanthorpe and assess how Italians have influenced the community in relation to religion, beliefs, architecture and festivals. It will culminate by celebrating 'Italian Week' in early June, with a variety of activities.They will write a biography of a person with Italian Heritage that they know. They will also explore the important changes that have occurred in Transport and Education from Past to Present.</p> <p>Oral histories, letters, photos, maps, buildings, Local Italian Groups, museum, art gallery, artefacts, guest speakers</p> <p>Bloom's Taxonomy 5 W's Question Matrix Graphic organisers - biography outline</p> <p>Biography Presentation of their chosen person Use of Digital Technology - Powerpoint, etc to show changes in Transport/Education. Family Tree</p>		
<b>Science AC</b>	<b>Title:</b>  <b>Course Overview:</b>	<p style="text-align: center;"><b>Spinning in Space</b></p> <p>What causes day and night? The rising of the Sun and the Moon are daily reminders of the awe and wonder, beauty and power of the universe. Studying the relationships between the Sun, Earth and Moon helps us understand how we experience day and night on Earth. It also helps us understand directions in terms of North, South, East and West, how time is based on the apparent movement of the Sun across the sky and how time can be determined using a sundial. The 'Spinning in space' unit is an ideal way to link science with literacy in the classroom. Students explore the sizes, shapes, positions and movements of the Sun, Earth and Moon. They investigate how shadows change throughout the day and link these changes to the Sun's apparent movement across the sky. Students role-play the movements of the Earth in relation to the Sun and Moon. Through investigations, they explain day and night in terms of the Earth spinning on its axis. Note that this unit was previously positioned in Year 4/5 but is now aligned to the new Australian Curriculum Science content in Year 3. Some content and literacy focuses will need to be modified to suit the students' skills and background. Follow the suggestions in the lesson sequences in italics and blue text.</p>	<p style="text-align: center;"><b>Melting moments</b></p> <p>Every day we see or use things that have been melted or frozen, heated or cooled. All around us are items that we find both useful and attractive that have been moulded into different shapes using heating and cooling. These can range from cast iron frying pans and plastic rubbish bins to chocolate bilbies. Understanding the properties of materials and how they change state under different conditions can help materials scientists to develop even more extraordinary products to help improve our quality of life. The 'Melting moments' unit is an ideal way to link science with literacy in the classroom. While exploring how solids or liquids are influenced by temperature, students experience the way items from their everyday lives can change. Through hands-on investigations, students investigate how the size of the pieces affects the melting time of chocolate.</p>	<p style="text-align: center;"><b>Feathers, fur or leaves?</b></p> <p>What is that? Is it alive? Is it similar to other things I know? Humans have always sought to make sense of the world around them by grouping things they see, for example as edible, threatening or useful. Scientists develop classification systems to try to understand the diversity of life and how species are related throughout history. As more and more species disappear from the face of the Earth, we are caught up in a race to discover what we never knew we had. The 'Feathers, fur 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 can be grouped together. Through hands-on activities, students explore how living things can be grouped on the basis of observable features and can be distinguished from non-living things. They use this knowledge to investigate the animal groups in the leaf litter of their own school grounds.</p>	<p style="text-align: center;"><b>Heating up</b></p> <p>'Heating up' is an investigative styled unit that develops knowledge, understanding and skills in the physical sciences strand. Heat can be produced in many ways and can move form one object to another. It also provides opportunities for students to explore, through investigation, how heat transfers occur and that some materials transfer heat more efficiently than others. Through investigations students explain how light enables us to see and how we can use light to meet our needs.</p>