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Yearly Overview – Year 3

	Term 1	Term 2	Term 3	Term 4
	Theme: Australia		**Theme: The World Around Us**	
HASS: History	Australian Celebrations		My Place	
HASS: Geography				Australia and its Neighbours
HASS: Civics & Citizenship		Community Groups		
English: Language	Narrative – superhero stories	Persuasive	Poetry	Information Report
English: Literacy				
English: Literature	**Focus Text:** *Elliott Midnight Superhero, The Magic Faraway Tree*	**Focus Text:** *Hey Little Ant, Charlotte's Web*	**Focus Text:** *Green Eggs and Ham, The One and Only Ivan*	**Focus Text:** *Travel Brochures, Matilda*
The Arts: Visual Arts	Superhero pop art		The Art of Poetry	
The Arts: Drama				Traditional Stories
The Arts: Media				Australian Soundscapes
Maths: Number and Algebra	Numbers beyond 10000 Mental Math Strategies Money, Inverse Operations	Fractions Addition and Subtraction	Multiplication and Division Problem Solving	Multiplication Facts Algorithms
Maths: Measurement and Geometry	Time	3D Shapes Angles, Location	Length, Mass, Capacity	
Maths: Statistics and Probability				Data Chance
Science	Solids, Liquids and Gases	Heat Transfer	Earth's Resources	Life Cycles
Digital Technology	Systems and Safety			Simple Programming
Design Technology		Food and Fibre		
Health		Healthy Choices	Celebrating Diversity	

Additional Writing Unit Options: Letter Writing & Procedural

For other texts to explore, visit the website: Picture books to support the Australian Curriculum: Year 3

English Curriculum Scope and Sequence	English Unit 1 (includes Writing Unit – Narrative)	English Unit 2 (includes Writing Unit – Persuasive)	English Unit 3 (includes Writing Unit - Poetry)	English Unit 4 (includes Writing Unit – Information Report)	Writing Units	Narrative – superhero stories	Persuasive	Poetry	Information Report	Letter Writing	Procedural
Language											
understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01											
understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02											
describe how texts across the curriculum use different language features AC9E3LA03											
understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04											
identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05											
understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06											
understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07											
understand that verbs are anchored in time through tense AC9E3LA08											
identify how images extend the meaning of a text AC9E3LA09											
extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10											
understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession nAC9E3LA11											
Literature											
discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01											
discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02											
discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03											
discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04											
create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LE05											

English Curriculum Scope and Sequence

Literacy	recognise how texts can be created for similar purposes but different audiences AC9E3LY01	use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02	identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03	read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04	use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05	plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06	plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07	write words using joined letters that are clearly formed and consistent in size AC9E3LY08	understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09	understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10	use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11	recognise and know how to write most high-frequency words including some homophones AC9E3LY12
English Unit 1 (includes Writing Unit – Narrative)												
English Unit 2 (includes Writing Unit – Persuasive)												
English Unit 3 (includes Writing Unit - Poetry)												
English Unit 4 (includes Writing Unit – Information Report)												
Writing Units												
Narrative – superhero stories												
Persuasive												
Poetry												
Information Report												
Letter Writing												
Procedural												

Term 4	Term 3	Term 2	Term 1	Maths Curriculum Scope & Sequence
				Number and Algebra
			Number beyond 10000	recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 AC9M3N01
		Fractions		recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole AC9M3N02
		Addition and Subtraction		add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator AC9M3N03
	Multiplication and Division			multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies AC9M3N04
	Problem Solving			estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations AC9M3N05
				use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation AC9M3N06
Algorithms				follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns AC9M3N07
			Inverse Operations	recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences AC9M3A01
			Mental Math Strategies	extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator AC9M3A02
Multiplication Facts				recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts AC9M3A03
				Measurement and Geometry
	Length, Mass, Capacity			identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates AC9M3M01
				measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings AC9M3M02
			Time	recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events AC9M3M03
				describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute AC9M3M04
		Angles		identify angles as measures of turn and compare angles with right angles in everyday situations AC9M3M05
			Money	recognise the relationships between dollars and cents and represent money values in different ways AC9M3M06
		3D Shapes		make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses AC9M3SP01
		Location		interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other AC9M3SP02
				Statistics and Probability
Data				acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets AC9M3ST01
				create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context AC9M3ST02
				conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest AC9M3ST03
Chance				identify practical activities and everyday events involving chance; describe possible outcomes and events as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ explaining reasoning AC9M3P01
				conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation AC9M3P02

Term 4 - Life Cycles	Term 3 - Earth's Resources	Term 2 - Heat Transfer	Term 1 - Solids, Liquids and Gases	Science Curriculum Scope and Sequence
				Science Understanding
				Chemical Sciences
				investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state AC9S3U04
				Physical Sciences
				identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another AC9S3U03
				Biological Sciences
				compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals AC9S3U01
				Earth and Space Sciences
				compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources AC9S3U02
				Science as a Human Endeavour
				examine how people use data to develop scientific explanations AC9S3H01
				consider how people use scientific explanations to meet a need or solve a problem AC9S3H02
				Science Inquiry
				pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I01
				use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S3I02
				follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S3I03
				construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S3I04
				compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S3I05
				write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S3I06

Term 4 - Australia and its Neighbours	Term 3 - My Place	Term 2 - Community Groups	Term 1 - Australian Celebrations	HASS Curriculum Scope and Sequence
				Knowledge and Understanding
				History
				Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes AC9HS3K01
				Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals AC9HS3K02
				The representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries AC9HS3K03
				Geography
				The ways First Nations Australians in different parts of Australia are interconnected with Country/Place. AC9HS3K04
				The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features AC9HS3K05
				Civics and Citizenship
				Who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed AC9HS3K06
				Why people participate within communities and how students can actively participate and contribute to communities AC9HS3K07
				Skills
				develop questions to guide investigations about people, events, places and issues AC9HS3S01
				Locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS3S02
				Interpret information and data displayed in different formats AC9HS3S03
				Analyse information and data, and identify perspectives AC9HS3S04
				draw conclusions based on analysis of information AC9HS3S05
				Propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S06
				Present descriptions and explanations using ideas from sources and relevant subject-specific terms AC9HS3S07

Health Curriculum Scope and Sequence	Personal, Social and Community Health	investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts AC9HP4P01	plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty AC9HP4P02	Describe how choices and actions can be influenced by stereotypes AC9HP4P03	Select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04	Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities AC9HP4P05	explain how and why emotional responses can vary and practise strategies to manage their emotions AC9HP4P06	rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required AC9HP4P07	describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations AC9HP4P08	interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours AC9HP4P09	investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10
Term 1		**No need to teach Health this term**									
Term 2 - Healthy Choices											
Term 3 - Celebrating Diversity											
Term 4		**No need to teach Health this term**									

Term 4	Term 3	Term 2	Term 1	The Arts Curriculum Scope and Sequence
				Visual Arts
	The Art of Poetry		Superhero pop art	Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts AC9AVA4E01
				Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place AC9AVA4E02
				Experiment with a range of ways to use visual conventions, visual arts processes and materials AC9AVA4D01
				Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning AC9AVA4C01
				Media Arts
Australian Soundscapes				Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts AC9AMA4E01
				Students explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place AC9AMA4E02
				Students develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements AC9AMA4D01
				Students use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning AC9AMA4C01
				Drama
Traditional Stories				explore where, why and how drama is created and/or performed across cultures, times, places and/or other contexts AC9ADR4E01
				explore how First Nations Australians use drama to communicate their connection to, and responsibility for, Country/Place AC9ADR4E02
				use the elements of drama to explore and develop ideas for dramatic action in improvisations and/or devised drama AC9ADR4D01
				improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning AC9ADR4C01

Term 4 - Simple Programming	Term 3	Term 2 - Food and Fibre	Term 1 Systems and Safety	Technology Curriculum Scope and Sequence
				Design Technology
	No need to teach Technology this term			Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs. AC9TDE4K01
				describe how forces and the properties of materials affect function in a product or system AC9TDE4K02
				Describe the ways of producing food and fibre. AC9TDE4K03
				Describe the ways food can be selected and prepared for healthy eating. AC9TDE4K04
				explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions AC9TDE4P01
				generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P02
				select and use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE4P03
				use given or co-developed design criteria including sustainability to evaluate design ideas and solutions AC9TDE4P04
				sequence steps to individually and collaboratively make designed solutions AC9TDE4P05
				Digital Technology
				explore and describe a range of digital systems and their peripherals for a variety of purposes AC9TDI4K01
				explore transmitting different types of data between digital systems AC9TDI4K02
				recognise different types of data and explore how the same data can be represented differently depending on the purpose AC9TDI4K03
				define problems with given design criteria and by co-creating user stories AC9TDI4P01
				follow and describe algorithms involving sequencing, comparison operators (branching) and iteration AC9TDI4P02
				generate, communicate and compare designs AC9TDI4P03
				implement simple algorithms as visual programs involving control structures and input AC9TDI4P04
				discuss how existing and student solutions satisfy the design criteria and user stories AC9TDI4P05
				use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P06
				use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults AC9TDI4P07
				access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess AC9TDI4P08
				identify what personal data is stored and shared in their online accounts and discuss any associated risks AC9TDI4P09