
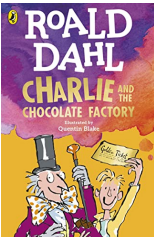

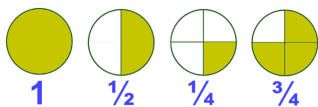

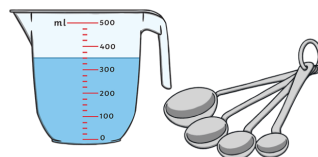



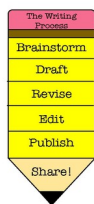




2023 Term Four Overview - Year Three

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><u>How is God present to me during Advent?</u></p> <p>Students will investigate the concept of hope and how hope was both felt and expressed by significant people in the Bible.</p> <p>They will explore the season of Advent as a time of hope and reflect upon how they can bring hope to others.</p>  <p>Students will investigate the Catholic symbols and rituals of Advent.</p>	<p><u>Reading</u></p> <p>Students will engage in a novel study throughout the term using various comprehension strategies to enhance their understanding of the text.</p>  <p>Students will continue to enhance their comprehension through predicting, clarifying, questioning, inferring and summarising.</p>  <p><u>Writing</u></p> <p>Students will use their Writer's Notebook to develop ideas. They will follow the writing process to write a range of genres, in particular procedures.</p>	<p><u>Number and Algebra</u></p> <p>Students will explore the concept of fractions as equal parts of a whole or a collection. They will represent and compare fractions in a variety of ways e.g. including pictorially and on a number line.</p>  <p>Students will represent money values in multiple ways and count the change required for simple transactions.</p>  <p><u>Measurement</u></p> <p>They will measure, compare and order the capacity of objects using the metric units of millilitres and litres.</p>  <p>Students will create and</p>	<p><u>Why is it so? Science Unit</u></p> <p>Students will work as scientists to investigate the field of chemical science. They will classify matter as solids, liquids or gases and describe the properties of each. Students will use the Scientific process to investigate how matter changes and use scientific language to explain the results of their experiments.</p> 	<p><u>Self-Awareness and Management</u></p> <p>Students will identify and explore the conflicts experienced with peers and the emotions that are associated.</p> <p>Students will discuss strategies that they could use to help resolve conflicts constructively.</p> 	<p><u>Physical Education</u></p> <p><u>Two-hand Strike (TEE BALL)</u></p> <p>Students will continue to develop the fundamental motor skill of the two-hand strike whilst incorporating it in modified games of Tee Ball. They will also develop their skills of throwing, catching and base running throughout the unit.</p> <p><u>Forehand Strike -</u></p> <p>Students will be introduced to the skill of Forehand Strike. The specific skills of stance, arm position and generating force will be focused on in a variety of different environments including the introduction of Hotshots Tennis.</p> <p><u>Italian</u></p> <p>In Italian this term the students will explore famous landmarks within Italy. With the use of virtual tours on the iPads and improvisation, they will travel to Italian cities. After each city, the students will create different memorabilia to add to their travel bags. Using Italian keywords and phrases, students will make their own passports. They will construct simple sentences using verbs, nouns and adjectives to describe their favourite city.</p>  <p><u>Library Media</u></p> <p>Students will investigate the concept of ethical and sustainable design in a variety of industries. They will explore the link between ethical</p>



Students will continue to develop their understanding of writing conventions and independently revise and edit their work.



Speaking and Listening

Students will plan presentations and present them to the class.



interpret simple grid maps, locating key landmarks and objects relative to each other



Probability

Students will conduct chance experiments, identifying the possible outcomes and describing the likelihood of each event occurring using the language of chance.



choices, needs, wants, sustainability and design.

Digital technologies

Students will begin implementing their knowledge of block coding to create purpose-specific working robots with *Lego Spike Essential Kits*. Students will need to use previously learnt coding concepts such as *variables* and *loops* to create algorithms/programs to control their robots. They will also need to use peripheral inputs, such as a motion sensor, to complete set tasks within the Lego software program.

Performing Arts

In Performing Arts this term students will inquire how sound is used to create a mood and tell a story. Students will explore body percussion and the importance of musical elements in a soundscape. They will create and perform their own soundscape to an audience. Students will dance their way through the decades. Through music and dance, students will explore the 50s, 60s, 70s, 80s, 90s and 2000s and what made them iconic. They will use elements of dance and explore choreography to organise dance sequences and body movements and perform them to an audience.

Positive Behaviour for Learning

Respectful:

I ask 3 people before I approach the teacher

Responsible:

I do the task the best I can in the time I have.
I will stay on task and do my share of the job (my role)

Resourceful:

I use classroom tools/resources to help with my learning

Safe:

I put away materials and equipment after I have used them.

Learning Dispositions: The following dispositions will be taught throughout all Curriculum areas: reflective, collaborative, curious, creative, flexible, self-motivated and persistent.

I listen to the opinions of others/respond appropriately.	and let others do their share of the job (their role).			
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