

ENGLISH	<p><b>Creating information reports</b></p> <p>In this unit students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas. They explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning. They use these texts as models to create their own report to present to an audience.</p>
MATHS	<p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:</p> <ul style="list-style-type: none"> <li>manipulate numbers using a range of strategies, including partitioning and regrouping, that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system</li> <li>develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5 and 10 multiplication facts through games and meaningful practise</li> <li>use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning</li> <li>make estimates when solving problems to determine the reasonableness of calculations when checking the solution</li> <li>recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations</li> <li>identify everyday situations, when using metric units to measure and compare events and duration.</li> </ul>
SCIENCE	<p><b>Is it living?</b></p> <p>In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students will understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>
HASS	<p><b>Our unique communities</b></p> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>identify individuals, events and aspects of the past that are significant in the present</li> <li>identify and describe aspects of their community that have changed and remained the same over time</li> <li>explain how and why people participate in and contribute to their communities</li> <li>identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul>
TECHNOLOGY	<p><b>What's for lunch?</b></p> <p>In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.</p>
HPE	<p>In PE lessons, Year 3 students will focus on developing and refining movement skills and movement sequences related to the performance of athletic movements as students prepare for running, jumping and throwing events.</p>
THE ARTS	<p><b>Let's celebrate, let's remember</b></p> <p>In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p>
HOMEWORK	<p>Homework tasks will be aligned with the key learning areas of maths and literacy and are designed to consolidate concepts learnt each week. Homework is due on Fridays.</p>
EVENTS	<p>24 April ANZAC Day Service  25 April ANZAC Day  29 April Cross Country  6 May Mothers' Day Stall  15 May Book Fair commences  21 May National Simultaneous Storytime  13 June Interhouse Athletics Carnival  23 June Report Cards go home</p>