Year Three- Learning and Assessment Unit Work for Semester 1

The following highlights the Learning and Assessment expectations for Semester 1.

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve.

The below learning and assessment will be reported on in Semester 1 Report Cards.

English	**Appreciating and responding to texts** Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real-world and imagined settings.
	Assessment: 1.1 *Speaking and Listening* **Assessment purpose:** To share and expand on ideas and opinions about a literary text for an audience.
	Engaging with information reports Students engage with a variety of informative texts that supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts.
	Assessment: 2.1 *Reading and Viewing* **Assessment purpose:** To read, view and comprehend an informative text. *Writing and Creating* **Assessment purpose:** To create a written and multimodal informative text for an audience
Mathematics	**Students will develop understandings of:** Term 1: **Number** • apply understanding of relationships to convert between forms of numbers, units and spatial representations **Space** • recognise what stays the same and what changes when shapes undergo transformations • locate and move positions within a grid coordinate system **Statistics** • plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data
	Assessment: **Assessment task 1.1** *Representing and ordering decimals and fractions* **Assessment task 1.2** *Exploring transformations and grid coordinates* **Assessment task 1.3** *Planning and conducting a statistical investigation about sun safety*
	Term 2: **Number and Algebra** • experiment with factors and multiples using algorithms and digital tools • find unknowns in numerical equations involving multiplication and division • use estimation strategies to check the reasonableness of calculations • use mathematical modelling to solve financial and practical problems, with guidance,

	using natural numbers and operations, and report on insights and conclusions they reach about the context • use proficiency with multiplication facts and efficient calculation strategies **Measurement** • apply an understanding of relationships to convert between 12- and 24- time
	Assessment: **Assessment task 2.1** *Finding unknowns, using estimation strategies and planning an event using mathematical modelling* **Assessment task 2.2** *Converting between 12- and 24-hour time*
Science	**Is it living?** Students learn about grouping living things based on observable features & that living things can be distinguished from non-living things. They justify sorting living things into common animal & plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things & products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically & make predictions about scientific investigations. Students identify & use safe practices to make scientific observations & record data about living & non-living things. Students use scientific language & representations to communicate their observations, ideas & findings **Our place in the solar system** Students describe the key features of our solar system including planets & stars. They discuss scientific developments that have affected people's lives & describe details of contributions to our knowledge of the solar system from a range of people. With guidance, Students pose questions, plan & conduct investigations to answer questions & solve problems. They decide on variables to change & measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets & as a report for popular media.
	Assessment: * Group living things based on observable features & distinguish them from non-living things. * Describe key features of the solar system, how science knowledge develops from many people's contributions & explain how scientific developments have affected people's lives & solved problems. Students communicate ideas using multimodal texts.
HASS	**Our unique communities** Inquiry questions: How do people contribute to their unique communities? Students: • identify individuals, events & aspects of the past that have significance in the present • identify & describe aspects of their community that have changed & remained the same over time • explain how & why people participate in & contribute to their communities • identify a point of view about the importance of different celebrations & commemorations to different groups • pose questions & locate & collect information from sources, including observations to answer questions & draw simple conclusions • sequence information about events & the lives of individuals in chronological order • communicate their ideas, findings & conclusions in visual & written forms using simple discipline-specific terms.
	Assessment: Students conduct an inquiry to answer the following question: How and why are Anzac Day commemorations significant for different groups?
Technology	**Repurpose it.** Students investigated the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurposed an item of clothing to create another useful item. They explored the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students applied processes and production skills, including:

	investigating by: communicating with client and critiquing needs or opportunities for designs testing materials including fabrics and exploring techniques for shaping and joining them identifying examples of recycling, up-cycling and re-using • generating design ideas for a useful item and communicating them with annotated design drawings • producing a useful item by selecting relevant tools and resources and using them safely • evaluating design ideas, processes and solutions • collaborating as well as working individually throughout the process • managing by sequencing production steps.
	Assessment: Students explored and designed products that could be repurposed in order to promote the design brief of being sustainable. Students made multi step instructions to make their product and communicated their ideas with labelled diagrams. Students evaluated the success of their product based on whether it worked or met the sustainability design brief
Physical Education	**Take your marks, get set, play** Students develop the fundamental movement skills of running, jumping and throwing. They incorporate these skills within simple games & athletic sports. Students discuss the benefits of being physically active. **Swimming** Students participate in swimming lessons in Term 1.
	Assessment Observations and assessment of practical skills. Students are assessed on swimming technique and water safety.
Health	**Good Friends** Students explore the impact of positive social interaction and how emotions and feelings reflect self-identity. They investigate different types of friendships and examine qualities we look for in a friend as well as their role and responsibilities.
	Assessment Short answer questions **The assessment will gather evidence of the student's ability to:** Identify and list strategies for managing change and explain how personal qualities lead to positive interactions with others.
Music	**Musical characters and action** In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media.
	Assessment: Assessment will gather evidence of the student's ability to: • demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression • collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas • 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.

The Arts	**Poetry in motion** In this unit, students create a character animation to deliver an audio recording of a short, humorous poem. Students will: explore representations of people from their community to develop animated characters considering animated forms, mouth shapes, facial expressions, character development, composition, text and sound in media delivery to engage audience • experiment with media technology, collaborative processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation • present productions in digital form • discuss similarities and differences in content, structure and animation approaches • describe and discuss intended purposes and meanings of media artworks using media. •
	Assessment will gather evidence of the student's ability to: • collaborate to use story principles time, space and technologies to make and share media artworks that communicate ideas to an audience • describe and discuss similarities and differences between media artworks they make and view • discuss how and why they and others use images, sound and text to make and present media artworks.

For further information: please contact your classroom teacher or specialist teacher.