Year Three- Learning and Assessment Unit Work for Semester 2, 2021

The following highlights the Learning and Assessment expectations for Semester 2 2021.

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve. These resources help teachers form a picture of each child's developmental needs.

These may include:
Progressive Achievement Tests in Reading and Numeracy – completed online.
Reading Benchmarks – Running Records and individual reading conferences. (you may have heard this referred to as a reading level or number)
LEM Phonics program
Show Me – Maths testing following The Gympie Maths Alliance resources.
Various screening devices conducted when appropriate by support staff.

The below learning and assessment will be reported on in Semester 2 Report Cards.

English	**Examining stories from different perspectives** Students listen to, view, read & compare a range of stories, with a focus on different versions of the same story. They comprehend stories & create a spoken retelling of a story from a different perspective. **Examining imaginative texts** Students listen to, read, view & interpret imaginative texts from different cultures. They comprehend the texts & explore the text structure, language choices & visual features used. They create a multimodal imaginative text.
	Assessment: • Retelling a narrative from a different perspective. Response – oral • Reading comprehension - Short answer questions • Students create a multimodal imaginative text about overcoming a fear, using software.
	Reading, responding to & writing Australian poetry & people's stories Students listen to, read, view & adapt Australian poems. They analyse texts by exploring the context, purpose & audience & how language features & language devices can be adapted to create new meaning. Students write & present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text & explore ways in which the language features & devices can be highlighted in performance through the use of pace, pitch, tone, volume & gesture.
	Assessment: Writing & presenting poetry Imaginative response – oral Students write & present an adaptation of a poem.
Mathematics	Students will continue to develop their understanding of all areas in maths – number, fractions, money, time, mapping, measurement. The major focus will be on multiplying, dividing and partitioning numbers. Students will work on applying their knowledge of place value to rearrange and regroup numbers. Students will also investigate simple maps and how to find positions on those maps.
	Assessment: • Measuring length, mass and capacity using metric units • Telling time to the nearest minute • Money – adding coins and giving change • Multiplication
	Students continue to develop understandings of: • Number & place value — recall addition & related subtraction number facts, use PPW thinking to interpret & solve addition & subtraction word problems, add & subtract using a written place value strategy, recall multiplication & related division facts, multiply 2-digit numbers by single-digit multipliers, interpret & solve multiplication & division word problems. • Fractions & decimals — identify, represent & compare familiar unit fractions & their multiples (shapes, objects & collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions. • Money & financial mathematics — count change for simple transactions to nearest 5 cents. • Using units of measurement — measure, order & compare objects using familiar metric units of length,

	mass & capacity.
	• Shape — make models of 3D objects.
	• Location & transformation — represent symmetry, interpret simple maps & plans.
	• Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations.
	• Data representation & interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise & represent data, interpret data displays.
	Assessment: Using unit fractions & multiplication • Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication & model & represent unit fractions. Interpreting grid maps, & identifying symmetry, 3D objects & angles • Students match positions on maps with given information, & identify symmetry in the environment. • Students make a model of a 3D object & recognise angles in real situations.
Science	**Hot stuff** Students investigate how heat energy is produced & the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch & that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy & make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan & conduct investigations about heat & heat energy transfer & collect & record observations, using appropriate equipment to record measurements. They represent their data in tables & simple column graphs, to identify patterns, explain their results & describe how safety & fairness were considered in their investigations.
	Assessment: Understanding heat Experimental investigation Students investigate the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety & fairness were considered & use diagrams & other representations to communicate ideas.
	What's the matter? Students understand how a change of state between solid & liquid can be caused by adding or removing heat. They explore the properties of liquids & solids & understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions & how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions & making predictions, assessing safety, recording & analysing results, considering fairness & communicating ideas & findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids & liquids in their everyday lives.
	Assessment: Investigating solids & liquids • Students conduct an investigation about solids & liquids changing state when heat is added or taken away. They make a prediction, record observations & suggest reasons for findings. Students describe how safety & fairness were considered.
HASS	**Exploring places near & far** Inquiry questions - How & why are places similar & different? Students: • identify connections between people & the characteristics of places • describe the diverse characteristics of different places at the local scale & explain the similarities & differences between the characteristics of these places • interpret data to identify & describe simple distributions & draw simple conclusions • record & represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community & share their views on an issue related to rule-making • describe the importance of making decisions democratically & propose individual action in response to a democratic issue • communicate their ideas, findings & conclusions in oral, visual & written forms using simple discipline-specific terms.

	Assessment: To identify, describe & interpret data about Australian places & explain the importance of making decisions democratically, the role of rules in the community & action in response to an issue. The assessment will gather evidence of the student's ability to: • identify connections between people & the characteristics of places • describe the diverse characteristics of different places at the local scale (for example, the student's school versus an overseas school) & identify similarities & differences • interpret data to identify simple distributions & draw simple conclusions • represent data in different formats, including labelled maps • explain the role of rules in their community & share their views on an issue related to rule-making • describe the importance of making decisions democratically & propose individual action in response to democratic issue • communicate their ideas, findings & conclusions in visual & written forms using simple discipline-specific terms.
The Arts	**Celebrating dance** Students make and respond to dance by exploring dance used in celebrations from a range of cultures. Students: • improvise and structure movement ideas for dance sequences suitable for Australia's National day using the elements of dance and choreographic devices • practise technical skills safely in fundamental movements • perform dances using expressive skills to communicate ideas about celebrations and commemorations • identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian People
	Assessment: Assessment will gather evidence of the student's ability to: • describe and discuss similarities and differences between dances for celebration they make, perform and view • discuss how they and others organise the elements of dance in dances for celebrations • structure movements into dance sequences and use the elements of dance and choreographic devices to represent celebrations • collaborate to make dances of celebration and perform with control, accuracy, projection and focus.
	On the cover Students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet. Students: • explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas • experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience • present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches • describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.
	Assessment: 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.
Design Technology	**Repurpose it** Materials and technologies specialisations Students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply 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
	Assessment: Portfolio Students repurpose an item of clothing to create another useful item. Assessment will gather evidence of the student's ability to: - explain how the design of products meets the needs of the community - identify how materials and components can be used to create designed solutions - explain needs - develop and expand design ideas - communicate using annotated drawings and symbols - identify appropriate materials, equipment and techniques - demonstrate safe work practices - plan and sequence steps in design and production - evaluate ideas and solutions against success criteria.
Health	**Healthy futures** Students explore the concept of sustainable practice & the ways that they can contribute to the sustainability of the environment in their home, classroom & school. Students: - explore sustainability practices that demonstrate respect for the environment - make connections between sustainability & personal health - investigate sustainable practices in the classroom - explore the similarities between community, classroom & school sustainable practices - discuss how being outdoors supports the different dimensions of health - participate in a range of outdoor activities with other students.
	Assessment: Students investigate sustainable practices at their school. They make suggestions about extending the practice outside the school setting. The assessment will gather evidence of the student's ability to: - interpret health messages & discuss the influences on healthy & safe choices - describe the connections they have to their community - identify local resources available to support their health, safety & physical activity.
	I am healthy & active Students investigate concepts of physical activity & sedentary behaviours while exploring the recommendations of physical activity for 5-12-year old's. They examine the benefits of physical activity & investigate ways to increase physical activity in their lives. Students: - examine different types of physical activity & the benefits to health & wellbeing - explore strategies to stay healthy & active - examine the concept of sedentary behaviour & how to reduce inactivity - investigate strategies to increase physical activity levels & improve health & wellbeing - examine how personal identities can be strengthened in challenging situations - participate in games & physical activities to experience health & wellbeing benefits.
	Assessment: Students complete a supervised assessment. They examine strategies to achieve healthy & active strategies & read case studies to assist the characters in the case studies to apply these strategies to their activity routine. The assessment will gather evidence of the student's ability to: - understand the benefits of being healthy & physically active - use decision-making & problem-solving skills to select & demonstrate strategies that help them stay safe, healthy & active.

Music	**Round and Round We Go** In this unit, students compose, perform and respond to music exploring songs and music written in the form of round/canon. Musical examples come from a range of countries.
	Assessment: Composing – Students compose a 4 bar rhythmic canon. Performing – Students sing a song (Frere Jacques) individually and in small groups as a canon. Responding – Students describe and discuss similarities and differences between 2 versions of a canon.
Physical Education	**Ball Striking, Throwing and Catching** Students play modified games and activities related to cricket and touch football to develop various skills. In cricket these include: striking a moving ball with a bat, under and overarm throwing to a target and catching. In touch football these include passing and catching while running and evading defenders.
	Assessment: Practical assessment challenge and observation during unit
	Swimming Students participate in swimming lesson in Term 4.
	Assessment: Students are assessed on swimming technique and water safety.

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