



## Statement of Intent – Year 3 – Term 4 2024

Learning Outcomes (WA Curriculum)	<b>Religious Education</b>	<b>Mathematics</b>	<b>English</b>	
	<p><b>Reconciliation</b>            People have the gift of conscience.            God shows love and mercy.            People follow God’s rules to live in peace.            Catholics celebrate the Sacrament of Reconciliation.            Through the Sacrament of Reconciliation people are invited to be peacemakers.</p> <p><b>Advent/Christmas</b>            People know it is important to be hope filled.            Advent is a time of hope.            People prepare their hearts for Jesus in Advent.            The Advent Wreath helps Christians prepare for Christmas.            Advent is a season to celebrate new beginnings.</p>	<p><b>Statistics and Probability</b>            Create and interpret simple grid maps to show position and pathways (ACMMG065)</p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)</li> <li>Identify questions or issues for categorical variables. Identify data sources and plan methods of datacollection and recording (ACMSP068)</li> <li>Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)</li> <li>Tell time to the minute and investigate the relationship between units of time (ACMMG062)</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)</li> <li>Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</li> <li>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</li> <li>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</li> <li>Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</li> </ul>	
	<b>Health</b>	<b>Humanities &amp; Social Sciences</b>	<b>STEM - Tech</b>	<b>Immersion, Excursions and Events</b>
	<p><b>Keeping Safe</b>  <b>Topic 1:</b> Strategies for keeping safe            1.1 Helpful and unhelpful thinking            1.4 ‘What if...?’ problem-solving            1.5 POOCH problem-solving</p> <p><b>Topic 2:</b> Network review and community support            2.1 Network review            2.3 Persistence</p> <p><b>Health Curriculum</b>  <u>Communicating and Interacting for Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>Choices and behaviours conveyed in health information and messages (ACPPS039)</li> </ul>	<p>One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHASSK062)</p> <p><b>HASS SKILLS/LIBRARY</b>  <b>Analysing</b>            Interpret information and/or data collected e.g. sequence events in chronological order, make connections between old and new information (WAHASS32)</p> <p>Translate collected information and/or data into different formats e.g. create a timeline or table (WAHASS34)</p> <p><b>Communicating and Reflecting</b>            Present findings in a range of communication forms (e.g. written, oral, visual, graphic) appropriate to audience and purpose (WAHASS37)</p>	<p><u>DESIGN TECHNOLOGIES</u></p> <ul style="list-style-type: none"> <li>Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them.</li> <li>Suitability and safe practice when using materials, tools and equipment for a range of purposes.</li> </ul>	<p><b>11<sup>th</sup> October-</b> Constable Care  <b>29<sup>th</sup> October-</b> Interschool athletics  <b>31<sup>st</sup> October-</b> P&amp;F Fun Run  <b>1 November-</b> All Saints Day Mass  <b>6<sup>th</sup> November-</b> Reconciliation  <b>7<sup>th</sup> November</b> Reconciliation  <b>27<sup>th</sup> November-</b> Edu Dance Concert  <b>6<sup>th</sup> December-</b> Students Conclude</p>



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	Japanese	The Arts	Sport	STEM- Science
	<p><b>Communicating</b> Notice what looks or feels similar or different to own language(s) and culture when interacting in Japanese (ACLJAC137)</p> <p><b>Understanding</b> Understand the rules of Japanese word order (subject + object + verb) and the use of associated particles such as は、を、に (ACLJAU140)</p>	<p><b>Visual Arts</b> Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)</p> <p>Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork (ACAVAM111)</p> <p>Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> <li>• shape (asymmetrical shapes; composite shapes; space around shapes; organic)</li> <li>• colour (tints – mixing white; shades – adding black)</li> <li>• line (thick, thin, dashed, continuous, broken)</li> <li>• space (simple perspective – foreground, middle-ground, background)</li> <li>• texture (etching by scratching through surfaces; texture quality – matte, sheen)</li> </ul> <p>to create artwork (ACAVAM111)</p> <p><b>Music</b> Improvisation with the elements of music to create music ideas (ACAMUM085)</p> <p>Development and consolidation of aural and theory skills, including:</p> <ul style="list-style-type: none"> <li>• pitch (staff; treble clef; melodic shape)</li> <li>• form (binary (AB); repeat sign (:  ))</li> <li>• timbre (how sounds are produced on different instruments, differentiate between two instruments when played together)</li> <li>• texture (two rhythmic or melodic patterns played together)</li> </ul> <p>to create and perform music (ACAMUM084)</p>	<p><b>Moving our Body</b> -Combination of locomotor and object control skills in minor games (ACPMP043) -Ways to maintain a balanced position when performing locomotor and object control skills (ACPMP045) -Navigating an obstacle course (ACPMP045)</p> <p><b>Understanding movement</b> -Benefits of physical activity and physical fitness to health and wellbeing: maintenance of a healthy weight and prevention of some diseases (ACPMP046)</p>	<p>Earth’s rotation on its axis causes regular changes, including night and day (ACSSU048)</p> <p>Science involves making predictions and describing patterns and relationships (ACSHE050) With guidance, identify questions in <u>familiar</u> contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSI053)</p> <p>Represent and communicate observations, ideas and findings using formal and informal representations (ACSI060)</p>