



Statement of Intent – Year 3– Term 1, 2022

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English
	<p>Church</p> <ul style="list-style-type: none"> ○ People participate in communities ○ Jesus calls people to participate in God's family ○ Mary is a model for saying yes to God ○ Catholics pray the Angelus ○ The Catholic Church celebrates Mary ○ God's family is called to participate and show love in communities <p>Lent:</p> <ul style="list-style-type: none"> ○ People relate and connect with others ○ Lent is a new beginning ○ Catholics celebrate the Mass of the Last Supper ○ Jesus teaches people how to serve others 	<p>Number & Algebra</p> <ul style="list-style-type: none"> ○ Recognise, model, represent and order numbers to at least 10 000 (<u>ACMNA052</u>) ○ Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (<u>ACMNA053</u>) ○ Investigate the conditions required for a <u>number</u> to be odd or even and identify odd and even numbers (<u>ACMNA051</u>) <p>Measurement & Geometry</p> <ul style="list-style-type: none"> ○ Make models of three-dimensional objects and describe key features (<u>ACMMG063</u>) <p>Statistics & Probability</p> <ul style="list-style-type: none"> ○ Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (<u>ACMSP067</u>) 	<p>Reading</p> <ul style="list-style-type: none"> ○ Identify the <u>point of view</u> in a <u>text</u> and suggest alternative points of <u>view</u> (<u>ACELY1675</u>) ○ Read an increasing range of different <u>types of texts</u> by combining contextual, semantic, grammatical and <u>phonic</u> knowledge, using <u>text processing strategies</u>, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (<u>ACELY1679</u>) ○ Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of <u>context</u>, <u>text</u> structures and <u>language features</u> (<u>ACELY1680</u>) ○ Understand how different <u>types of texts</u> vary in use of language choices, depending on their purpose and <u>context</u> (for example, <u>tense</u> and types of sentences) (<u>ACELA1478</u>) <p>Writing</p> <ul style="list-style-type: none"> ○ Understand that paragraphs are a key organisational feature of written texts (<u>ACELA1479</u>) ○ Understand that a <u>clause</u> is a unit of <u>grammar</u> usually containing a <u>subject</u> and a <u>verb</u> and that these need to be in agreement (<u>ACELA1481</u>) ○ Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through <u>tense</u> (<u>ACELA1482</u>) ○ Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (<u>ACELA1484</u>) ○ Understand how to use letter-sound relationships and less common letter patterns to spell words (<u>ACELA1485</u>) ○ Create imaginative texts based on characters, settings and events from students' own and other cultures using <u>visual features</u>, for example perspective, distance and angle (<u>ACELT1601</u>) ○ Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over <u>text</u> structures and <u>language features</u> and selecting print, and multimodal elements appropriate to the <u>audience</u> and purpose (<u>ACELY1682</u>) ○ Know that <u>word</u> contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (<u>ACELA1480</u>) ○ Identify the <u>audience</u> and purpose of imaginative, informative and persuasive texts (<u>ACELY1678</u>) <p>Speaking & Listening</p> <ul style="list-style-type: none"> ○ Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (<u>ACELY1792</u>)



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Immersion, Excursions and Events	Technologies	Humanities & Social Sciences	Japanese
<ul style="list-style-type: none"> ○ Week 6 School Photos ○ Week 7 & 8 Swimming Lessons ○ 4th April – Parent-Teacher Meetings 	<p>KNOWLEDGE & UNDERSTANDING</p> <ul style="list-style-type: none"> ○ Digital systems and <u>peripheral devices</u> are used for different purposes (ACTDIK007) <p>Skills</p> <ul style="list-style-type: none"> ○ Create and communicate ideas and <u>information</u> safely (ACTDIP013) ○ Select, and safely use, appropriate components with given equipment to make a solution ○ Work independently, or collaboratively when required, to plan, create and communicate sequenced steps (WATPPS20) 	<p>Civics & Citizenship</p> <ul style="list-style-type: none"> ○ Who makes <u>rules</u>, why <u>rules</u> are important and the consequences of <u>rules</u> not being followed (ACHASSK071) ○ Communities make decisions in different ways and <u>voting</u> is a way that groups make decisions democratically (ACHASSK070) ○ Why people participate in <u>community</u> groups, such as a school or <u>community</u> project, and how students can actively participate and contribute to their <u>local community</u>(ACHASSK072) <p>HASS Skills</p> <ul style="list-style-type: none"> ○ Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) ○ Develop a range of focus questions to investigate (WAHASS27) 	<ol style="list-style-type: none"> 1. Students will understand and communicate by learning vocabulary for body parts あたま、かた、ひざ、て、め、はな Learning to say that something hurts あたま が いたい です 2. Interact with the teacher through action-related talk to practice vocabulary 3. Engage by listening to, viewing and responding through action, dance, singing, drawing 4. Cultural learning such as events and festivals- Sestubun, Hina Matsuri, Hanami and responding to such festivals in different form of arts(origami)
Health	VISUAL ARTS	Sport	STEM
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ○ Behaviours that show <u>empathy</u> and respect for others (ACPPS037) ○ Circumstances that can influence the level of emotional response to situations (ACPPS038) ○ Choices and behaviours conveyed in health information and messages (ACPPS039) 	<p>Badger Bates inspired landscape Students develop artistic drawing techniques in terms of contoured, detailed, stylised and simplified images.</p> <p>MAKING Ideas Exploration of <u>artwork</u> from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)</p> <p>Skills Development of artistic processes and techniques to explore <u>visual conventions</u> through:</p> <ul style="list-style-type: none"> · shape (asymmetrical shapes; composite shapes; space around shapes; organic colour (tints – mixing white; shades – adding black) · line (thick, thin, dashed, continuous, broken) · space (simple perspective – foreground, middle-ground, background to create <u>artwork</u> (ACAVAM111) <p>RESPONDING Personal responses discussing the use of <u>visual art elements</u> in their own and other's <u>artwork</u>, and identifying meaning in <u>artwork</u> from other cultures (ACAVAR113)</p>	<p>Moving Our Body Fundamental movement skills (ACPMP043) -Kick, catch, bounce Combination of locomotor and object control skills in minor games (ACMP043/044) Locomotor Skills (ACPMP043) -kick, jump, hop, dodge Ways to maintain a balanced position when performing locomotor and object control skills (ACPMP045) Movement skills and tactics to achieve an outcome (ACPMP045) -gaining possession Understanding Movement Benefits of regular physical activity and physical fitness to health and wellbeing ACPMP046) Learning through Movement Cooperation skills to ensure everyone is included in all physical activities (ACPMP048) Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050)</p>	<p>Science Understanding Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p>Science as a Human Endeavour Science involves making predictions and describing patterns and relationships. (ACSHE050)</p> <p>Science Inquiry Skills Questioning and Predicting With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS053)</p>



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