



Statement of Intent – Year 3 – Term 2 - 2022

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English
	<p>Prayer:</p> <ul style="list-style-type: none"> ○ People appreciate the beauty and wonder of creation ○ God reaches out to people through creation ○ Jesus teaches his followers to pray ○ Christians follow the example of Jesus and pray in many ways ○ Christians make time for God when they pray <p>Eucharist:</p> <ul style="list-style-type: none"> ○ People learn about the mysteries of creation ○ Jesus cares for his followers ○ At his Last Supper, Jesus changed the bread and wine into his Body and Blood ○ The sanctuary is a sacred place for celebrating the Eucharist ○ Catholics have faith that Jesus is always with them 	<p>Number & Algebra</p> <ul style="list-style-type: none"> ○ Recognise and explain the connection between addition and subtraction (ACMNA054) ○ Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055) ○ Describe, continue, and create <u>number</u> patterns resulting from performing addition or subtraction (ACMNA060) <p>Measurement & Geometry</p> <ul style="list-style-type: none"> ○ Identify symmetry in the environment (ACMMG066) ○ Create and interpret simple grid maps to show position and pathways (ACMMG065) ○ Identify angles as measures of turn and compare <u>angle</u> sizes in everyday situations (ACMMG064) <p>Statistics & Probability</p> <ul style="list-style-type: none"> ○ Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067) 	<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> (ACELY1675) ○ 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 (ACELY1679) ○ 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 structures</u> and <u>language features</u> (ACELY1680) ○ 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) (ACELA1478) ○ Examine how <u>evaluative language</u> can be varied to be more or less forceful (ACELA1477) <p>Writing</p> <ul style="list-style-type: none"> ○ Understand that paragraphs are a key organisational feature of written texts (ACELA1479) ○ Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) ○ Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) ○ Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over <u>text structures</u> and <u>language features</u> and selecting print, and multimodal elements appropriate to the <u>audience</u> and purpose (ACELY1682) ○ Know that <u>word</u> contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) ○ Identify the <u>audience</u> and purpose of imaginative, informative and persuasive texts (ACELY1678) ○ Know how to use common prefixes and suffixes, and generalisations for adding a <u>suffix</u> to a <u>base word</u> (ACELA1827) ○ Identify the features of online texts that enhance navigation (ACELA1790) ○ Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) ○ Write using joined letters that are clearly formed and consistent in size (ACELY1684) ○ Use software including <u>word</u> processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) <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 (ACELY1792) ○ Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) ○ Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) ○ Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)



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Immersion, Excursions and Events	Technologies	Humanities & Social Sciences	
<ul style="list-style-type: none"> ○ 25th April – ANZAC Day ○ 8TH MAY – Mother's Day ○ 10th-13th – NAPLAN ○ 19th May – Year 3 Parish Mass ○ 21st May – Family Mass ○ 1st June – Open Day ○ 3rd June – Cross Country ○ 6th June – WA Day ○ 8th June – Life Link Day ○ 10th June – 3 Blue Assembly ○ 16th June – Year 3 Parish Mass ○ 24th June – Year 3 White Assembly/School Disco ○ 1st July – NAIDOC Week Celebrations 	<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>History</p> <ul style="list-style-type: none"> ○ The historical origins and <u>significance</u> of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSK064) ○ The historical origins and <u>significance</u> of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan) (ACHASSK065) ○ The role that different cultural groups have played in the <u>development</u> and character of the <u>local community</u> (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with <u>development</u> in another <u>community</u> (ACHASSK063) ○ One important example of <u>change</u> and one important example of <u>continuity</u> over time in the <u>local community</u>, <u>region</u> or <u>state/territory</u> (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHASSK062) <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) ○ Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) ○ Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) ○ Recognise the <u>ethical protocols</u> that exist when gathering information and/or data (e.g. respecting others' work) (WAHASS30) ○ Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) (WAHASS33) ○ Translate collected information and/or data into different formats (e.g. create a timeline, <u>change</u> data in to a table and/or graph) (WAHASS34) ○ Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) ○ Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) 	
Health	Japanese		
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ○ Factors that strengthen personal identities such as the influence of family, friends and school (ACPPS033) ○ Physical, social and emotional changes that occur as individuals grow older such as, changes to the body, friendships and feelings (ACPPS034) 	<ul style="list-style-type: none"> ● Students will understand and communicate by learning vocabulary for body parts <i>あたま、かた、ひざ、て、め、はな</i> . . Learning to say that something hurts <i>あたまがいたいです</i>。 ● Interact with the teacher through action-related talk to practice vocabulary ● Engage by listening to, viewing and responding through action, dance, singing, drawing ● Cultural learning such as events and festiva ● Is- Kodomono hi and responding to such festivals in different form of arts(origami) 		
Visual Arts		Sport	STEM
<p><i>Mother's day inspired negative space glowing hearts using an analogous colour scheme, Torres Strait inspired 'Ghost Turtles on textured woven paper textured backgrounds, Wooden warm/cool colour wall hangings</i></p> <p>MAKING</p> <p>Ideas</p> <p>Exploration of <u>artwork</u> from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)</p> <p>Exploration of <u>visual art elements</u>, in conjunction with different materials, media and/or technologies, when creating <u>artwork</u> (ACAVAM111)</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>Experimentation with a variety of techniques and use of art processes, such as weaving, photomontage or painting in <u>artwork</u> (ACAVAM111)</p> <p>Production- Presentation of an idea to an <u>audience</u> and reflection of the <u>visual art elements</u> and materials used in <u>artwork</u> (ACAVAM112)</p> <p>RESPONDING - Appreciation and respect for a variety of <u>artwork</u> (ACAVAR113)</p> <p>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>Fundamental Movement Skills-kick, catch, underarm throw, overarm throw (ACPMP043)</p> <p>Combining locomotor and object control skills in minor games (ACPMP043; ACPMP044)</p> <p>Locomotor Skills-run, jump, dodge (ACPMP043)</p> <p>Ways to maintain a balanced position when performing locomotor and object control skills (ACPMP045)-</p> <p>Movement skills and tactics to achieve an outcome-gaining possession, navigating an obstacle course (ACPMP045)</p> <p>Object Control Skills, basic tactics of invasion games and Minor Games of soccer and tee ball.</p>	<p>Physical Science</p> <p>Science Understanding</p> <p>Heat can be produced in many ways and can move from one object to another (ACSSU049)</p> <p>Science Inquiry Skills</p> <p>Represent and communicate observations, ideas and findings using formal and informal representations (ACSI060)</p> <p>Compare results with predictions, suggesting possible reasons for findings (ACSI215)</p>



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