



## Statement of Intent – Year 3– Term 3

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English
	<p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>People have the ability to choose what is right.</li> <li>Jesus teaches two important Commandments</li> <li>Jesus teaches two God's love and forgiveness</li> <li>The Holy Spirit strengthens people to follow the two Commandments of Jesus</li> <li>The Holy Spirit helps people to do what is right</li> </ul> <p><b>Reconciliation:</b></p> <ul style="list-style-type: none"> <li>People have the gift of conscience</li> <li>God shows love and mercy</li> <li>People follow God's rules to live in peace</li> <li>Catholics celebrate the Sacrament of Reconciliation</li> <li>Through the Sacrament of Reconciliation people are invited to be peacemakers</li> </ul>	<p><b>Number &amp; Algebra</b></p> <ul style="list-style-type: none"> <li>Describe, continue, and create <u>number</u> patterns resulting from performing addition or subtraction (ACMNA060)</li> <li>Recall <u>multiplication</u> facts of two, three, five and ten and related division facts (ACMNA056)</li> <li>Represent and solve problems involving <u>multiplication</u> using efficient mental and written strategies and appropriate digital technologies (ACMNA057)</li> </ul> <p><b>Measurement &amp; Geometry</b></p> <ul style="list-style-type: none"> <li>Identify angles as measures of turn and compare <u>angle</u> sizes in everyday situations (ACMMG064)</li> <li>Measure, order and compare objects using familiar metric units of length, mass and <u>capacity</u>(ACMMG061)</li> <li>Create and interpret simple grid maps to show position and pathways (ACMMG065)</li> </ul> <p><b>Statistics &amp; Probability</b></p> <ul style="list-style-type: none"> <li>Identify questions or issues for categorical variables. Identify <u>data</u> sources and plan methods of <u>data</u> collection and recording (ACMSP068)</li> <li>Collect <u>data</u>, organise into categories and create displays using lists, tables, <u>picture graphs</u> and simple column graphs, with and without the use of digital technologies (ACMSP069)</li> <li>Interpret and compare <u>data</u> displays (ACMSP070)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</li> <li>Develop criteria for establishing personal preferences for literature (ACELT1598)Identify the <u>audience</u> and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> <li>Identify the <u>point of view</u> in a <u>text</u> and suggest alternative points of view (ACELY1675)</li> <li>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)</li> <li>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> (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>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 (ACELA1481)</li> <li>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> (ACELA1482)</li> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</li> <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 <u>blending</u> and <u>segmenting</u> to fluently <u>read</u> and <u>write</u> multisyllabic words with more complex letter patterns (ACELA1826)</li> <li>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 (ACELY1682)</li> <li>Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</li> <li>Use software including <u>wordprocessing</u> programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</li> <li>Identify the features of online texts that enhance navigation (ACELA1790)</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</li> <li>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)</li> </ul>



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Immersion, Excursions and Events	Technologies	Humanities & Social Sciences	Japanese
<ul style="list-style-type: none"> <li>○ 27<sup>th</sup> July – St Benedict’s Feast Day, Parish 70<sup>th</sup> Anniversary and Talent Show</li> <li>○ 11<sup>th</sup> August – Year 3 Parish Mass</li> <li>○ 19<sup>th</sup> August – Catholic Day</li> <li>○ 22<sup>nd</sup> August – Pupil Free Day</li> <li>○ 26<sup>th</sup> August – Book Week Parade</li> <li>○ 5<sup>th</sup> September – Ball Games</li> <li>○ 6<sup>th</sup> September – Reconciliation – Parent Theology</li> <li>○ 8<sup>th</sup> September - U OK Day</li> <li>○ 8<sup>th</sup> September – Year 3 Parish Mass</li> <li>○ 9<sup>th</sup> September – Athletics Carnival</li> <li>○ 10/11<sup>th</sup> September – Reconciliation Commitment Masses</li> <li>○ 20<sup>th</sup> /21<sup>st</sup> September – Parent/Child Workshop Reconciliation</li> </ul>	<p><b>Engineering principles and systems</b></p> <ul style="list-style-type: none"> <li>○ Forces, and the <u>properties</u> of <u>materials</u>, affect the behaviour of objects (ACTDEK011)</li> <li>○ Role of people in design and <u>technologies</u> occupations (ACTDEK010)</li> </ul> <p><b>Engineering principles and systems</b></p> <ul style="list-style-type: none"> <li>○ Create and communicate ideas and <u>information</u> safely (ACTDIP013)</li> <li>○ Develop and communicate ideas using labelled drawings and appropriate technical terms (WATPPS17)</li> <li>○ Work independently, or collaboratively when required, to plan, create and communicate sequenced steps (WATPPS20)</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>○ The location of Australian states, territories, <u>capital</u> cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural <u>features</u> (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef) (ACHASSK066)</li> <li>○ Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their <u>Country/Place</u> and differs from the surveyed boundaries of Australian states and territories (ACHASSK066)</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ <b>One</b> important example of <u>change</u> and <b>one</b> important example of <u>continuity</u> over time in the <u>local community</u>, <u>region</u> or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHASSK062)</li> </ul> <p><b>HASS Skills</b></p> <ul style="list-style-type: none"> <li>○ Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26)</li> <li>○ Develop a range of focus questions to investigate (WAHASS27)</li> <li>○ Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28)</li> <li>○ Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29)</li> <li>○ 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)</li> <li>○ Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)</li> </ul>	<p>Students will communicate by learning the vocabulary for adjectives 大きい 小さい かわいい and using their prior knowledge of vocabulary for animals ねこ こねこ いぬ うさぎ くま キリン ねずみ, colours あか、あお、きいろ、くろ、しろ、ちやいろ、みどり ,body parts.</p> <p>Students will be able to understand and communicate adjectives for describing animals. Students will be able to understand and communicate learnt vocabulary-adjectives;</p> <p>Type of assessment Summative-they demonstrate their skills in comprehending spoken text by identifying which animal is being described and selecting the appropriate images to describe it.</p>



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Health	Music	Sport	Science
<p><b>Being healthy, safe and active</b></p> <p>Actions in daily routines that promote health, safety and wellbeing including:</p> <ul style="list-style-type: none"> <li>o safe storage of medications and other substances</li> <li>o healthy eating</li> <li>o appropriate levels of physical activity (ACPPSO36)</li> </ul>	<p>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (<u>ACAMUM084</u>)</p> <p>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (<u>ACAMUM085</u>)</p>	<p>Fundamental Movement Skills-kick, catch, underarm throw, overarm throw, bounce (ACPMP043)</p> <p>Locomotor Skills-run, jump, hop, dodge (ACPMP043)</p> <p>Combining locomotor and object control skills in minor games (ACPMP043; ACPMP044)</p> <p>Ways to maintain a balanced position when performing locomotor and object control skills (ACPMP045)</p> <p>Movement skills that combine the elements of effort, space, time, objects and people (ACPMP047)</p> <p>Cooperation skills to ensure everyone is included in all physical activities (ACPMP048)</p> <p>Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050)</p>	<p><b>Chemical Science</b></p> <p><i>Science Understandings</i></p> <p>Natural and processed materials have a range of physical properties that can influence their use.</p> <p><i>Science as a Human Endeavour</i></p> <p>Science knowledge helps people to understand the effect of their actions.</p>