Religious Education	Mathematics	English
Church • 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 **Lent/Easter** • 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	**Number and Algebra** • Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051) • Recognise, model, represent and order numbers to at least 10 000 (ACMNA052) • Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) • Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056) **Measurement** • Make models of three-dimensional objects and describe key features (ACMMG063) • Identify symmetry in the environment (ACMMG066)	**Spelling** • Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) • Recognise and know how to write most high frequency words including some homophones (ACELA1486) • 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) • Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827) • Identify the point of view in a text and suggest alternative points of view (ACELY1675) • 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) • 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) • Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) **Reading** • Identify the point of view in a text and suggest alternative points of view (ACELY1675) • 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) • 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) • Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478 **Writing** • Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA147 • Understand that paragraphs are a key organisational feature of written texts (ACELA1479) • Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA148 • Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482) • Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601) • Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791) • 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) • Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) • Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY168 • Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

Learning Outcomes (WA Curriculum)

Statement of Intent – Year 3 – Term 1 2024

	Health	Humanities & Social Sciences	Physical Education	Immersion, Excursions and Events
	Health Curriculum Assertive behaviours and communication skills to <u>respond</u> to unsafe situations, such as: o keeping calm o using appropriate non-verbal communication skills o seeking help (ACPPS035) Strategies to use when help is needed. For example: seeking help to ensure the safety of themselves and others (AC9HP4P08) Protective behaviours and communication skills to <u>respond</u> to unsafe situations For example: o keeping calm o using appropriate verbal and non verbal communication skills (AC9HP4P08) <u>Keeping Safe</u> Topic 1: Being Safe Topic 2: Warning Signs Topic 3: Risk- Taking and Emergencies	Civics & Citizenship Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) Who makes rules, why rules are important, and the consequences of rules not being followed (ACHASSK071) Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their <u>local</u> community (ACHASSK072) <u>HASS Skills (Library)</u> Questioning and Researching Develop a range of focus questions to investigate (WAHASS27) Locate and collect information from a variety of sources (e.g. photographs, books, internet) (WAHASS28)	MOVING OUR BODIES <u>Movement and Physical Activity</u> • Fundamental Movement skills: catch, bounce, underarm and overarm throw (ACPMP043) • Combination of locomotor and object control skills in minor games (ACPMP043; ACPMP044) • Movement skills and tactics to achieve an outcome: gaining possession (ACPMP045) <u>Learning through movement</u> • Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048) • Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050)	13th February- Shrove Tuesday 14th February- Ash Wednesday 4th March- Labour Day (Public Holiday) 6th March- School Photos 7th March- School Photos 13th March- NAPLAN 14th March- NAPLAN 15th March- NAPLAN 18th March- NAPLAN concludes 26th March- Last Day of school 27th March – Parent/Teacher meetings & pupil free day 28th March- Pupil free day 29th March- Good Friday

The Arts		STEM - Tech	STEM- Science
<u>Visual Arts</u> Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110) Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork (ACAVAM111) Development of artistic processes and techniques to explore visual conventions through: • 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) • texture (etching by scratching through surfaces; texture quality – matte, sheen) to create artwork (ACAVAM111) <u>Music</u> Ideas • Improvisation with the elements of music to create music ideas (ACAMUM085) Skills • Development and consolidation of aural and theory skills Performance • Application of teacher directed rehearsal processes to improve music performances and engage an audience (ACAMUM086) Responding • Responses to, and respect for, the music of others as performers and audience members (ACAMUR087)		DIGITAL TECHNOLOGIES Digital implementation Create and communicate ideas and information safely. Digital systems Digital systems and peripheral devices are used for different purposes.	Living things can be grouped on the basis of observable features and can be distinguished from non-living things. Science involves making predictions and describing patterns and relationships. With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment.