



Statement of Intent – Year 3 – Term 2 2024

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| Learning Outcomes (WA Curriculum) | Religious Education | Mathematics | English | | | |
| | <p>Prayer 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> <p>Eucharist 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> | <p>Statistics & Probability</p> <ul style="list-style-type: none"> Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067) Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) <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) Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056) Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) | <p>Spelling</p> <ul style="list-style-type: none"> Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) 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) <p>Reading</p> <ul style="list-style-type: none"> 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) <p>Writing</p> <ul style="list-style-type: none"> Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) 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) | | | |
| | Health | Humanities & Social Sciences | | STEM - Tech | Immersion, Excursions and Events | |
| | <p>Keeping Safe Curriculum: <u>Topic 1: Rights and responsibilities</u> 1.1 Rights and responsibilities <u>Topic 2: Identity and relationships</u> 2.1 Identity web, 2.4 Relationships circle <u>Topic 3: Power in relationships</u> 3.1 Exploring a definition of power, 3.4 Pressure, 3.5 Bullying as an abuse of power <u>Topic 4: Trust and networks</u> 4.1 Trust walk, 4.2 Developing a trusted network, 4.3 Network letters.</p> <p>Health Curriculum</p> <ul style="list-style-type: none"> Behaviours that show empathy and respect for others (ACPPS037) Circumstances that can influence the level of emotional response to situations (ACPPS038) | <p>The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef) (ACHASSK066)</p> <p>The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics (ACHASSK067)</p> <p>HASS Skills (Library)</p> <p>Questioning and researching Locate and collect information from a variety of sources e.g. photographs, books, maps, interviews, internet (WAHASS28) Record selected information and/or data. Develop notetaking strategies (WAHASS29)</p> <p>Analysing Develop criteria for selecting relevant information e.g. accuracy, reliability, usefulness (WAHASS31)</p> | | <p>DESIGN TECHNOLOGIES</p> <p>- Role of people in design and technologies occupations.</p> <p>- Ways products, services and environments are designed to meet community needs.</p> <p>- Forces, and the properties of materials, affect the behaviour of objects.</p> | <p>25th April- ANZAC Day</p> <p>10th May Mothers Day Liturgy</p> <p>3rd June –WA Day (Public Holiday)</p> <p>18th June Cross Country Carnival</p> <p>21 June- STEM Expo</p> <p>28th June- Pupil Free Day</p> | |



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| | Japanese | The Arts | Sport | STEM- Science |
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| | <p>Communicating: Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts, using graphic and digital support.</p> <p>Understanding: Systems of Language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character.</p> | <p>Making, Skills and Production</p> <ul style="list-style-type: none"> - 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) - Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork (ACAVAM112) <p>Responding</p> <ul style="list-style-type: none"> - Appreciation and respect for a variety of artwork (ACAVAR113) - Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artworkfrom other cultures (ACAVAR113) <p style="text-align: center;">Music</p> <p>Ideas</p> <ul style="list-style-type: none"> • Improvisation with the elements of music to create music ideas (ACAMUM085) <p>Skills</p> <ul style="list-style-type: none"> • Development and consolidation of aural and theory skills <p>Performance</p> <ul style="list-style-type: none"> • Application of teacher directed rehearsal processes to improve music performances and engage an audience (ACAMUM086) <p>Responding</p> <ul style="list-style-type: none"> • Responses to, and respect for, the music of others as performers and audience members (ACAMUR087) | <p>Moving our body -Fundamental movement skills: kick, catch (ACPMP043) -Combination of locomotor and object control skills in minor games (ACPMP043)</p> <p>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 Heat can be produced in many ways and can move from one object to another.</p> <p>Science as Human Endeavour Science knowledge helps people to understand the effect of their actions.</p> <p>Science Inquiry Skills With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment.</p> |