



Statement of Intent – Year 3 – Term 2, 2024

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English		
	<p>Confirmation</p> <ul style="list-style-type: none"> • People have the ability to choose what is right. • Jesus teaches two important Commandments. • Jesus teaches about God's love and forgiveness. • The Holy Spirit strengthens people to follow the Two Commandments of Jesus. • The Holy Spirit helps people to do what is right. <p>Baptism</p> <ul style="list-style-type: none"> • People learn from and share their family stories. • The story of the life and teachings of Jesus is in the Bible. • The baptised person is guided by God's family. • The Church prays to Mary and the saints during Baptism. • The Church remembers and honours Mary and the saints. 	<p>Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)</p> <p>Identify symmetry in the environment (ACMMG066)</p> <p>Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058)</p> <p>Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)</p>	<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 <u>types of texts</u> by combining contextual, semantic, grammatical and <u>phonics</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</u> structures and <u>language features</u> (ACELY1680) <p>Writing</p> <ul style="list-style-type: none"> • 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) • 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><u>Keeping Safe</u> Topic 1: Privacy and the body Parts of the body ,Exploring the meaning of private, Our bodies are private, Touching</p> <p>Topic 2: Recognising abuse Exploring abuse, Definition of abuse, Physical abuse, Basic needs, Sexual abuse, Recognising safe and unsafe secrets</p> <p>Topic 3: Cyber safety Media classifications, Television programs, Photographs and digital images, Magazines</p> <p>Being Healthy Safe and Active Actions in daily routines that promote health, safety and <u>wellbeing</u>:</p> <ul style="list-style-type: none"> o healthy eating o appropriate levels of physical activity (ACPPS036) <p>Contributing to Healthy and Active Communities Ways to be active in natural environments (ACPPS041)</p>	<p>One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHASSK062)</p> <p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia and other places around the world (e.g. Australia Day, ANZAC Day, National Sorry Day, Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan) and the importance of symbols and emblems (ACHASSK064, ACHASSK065)</p> <p><u>HASS/LIBRARY SKILLS</u> Analysing</p> <ul style="list-style-type: none"> - Develop criteria for selecting relevant information e.g. accuracy, reliability, usefulness (WAHASS31) - Interpret information and/or data collected e.g. sequence events in chronological order, make connections between old and new information (WAHASS32) - Translate collected information and/or data into different formats e.g. create a timeline or table (WAHASS34) 	<p><u>DIGITAL TECHNOLOGIES</u></p> <ul style="list-style-type: none"> • Different types of data can be represented in different ways • Collect and present different types of data using simple software to create useful information • Use visually represented sequenced steps (algorithms), including steps with decisions made by the user(branching) 	<p>8th August- Mary Mackillop Feast Day Mass 16th August- Pupil Free Day 19th August- Pupil Free Day 20th August- Book Week Parade 23rd August- School Athletics Carnival- Track Only (Corpus) 6th September- Athletics Field & team games at St Benedict's 9th September- 20th September- Swimming Lessons</p>	



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Japanese	The Arts	Sport	STEM- Science
<p><u>Communicating</u> Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year (ACLJAC127)</p> <p><u>Understanding</u> Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts, using verbs in positive and negative form, and describing actions using verb ます form (ACLJAU140)</p>	<p><u>Visual Arts</u> Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)</p> <p>Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork (ACAVAM111)</p> <p>Development of artistic processes and techniques to explore visual conventions 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) • texture (etching by scratching through surfaces; texture quality – matte, sheen) <p>to create artwork (ACAVAM111)</p>	<p><u>Moving our body</u></p> <ul style="list-style-type: none"> • Fundamental movement skills AND combination of locomotor and object control skills in minor games (ACPMP043) <p><u>Understanding movement</u></p> <ul style="list-style-type: none"> • Movement skills that combine the elements of effort, space, time, objects and people (ACPMP047) <p><u>Learning through movement</u></p> <ul style="list-style-type: none"> • 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><u>Chemistry</u></p> <ul style="list-style-type: none"> - A change of state between solid and liquid can be caused by adding or removing heat. <p><u>Science as Human Endeavour</u></p> <ul style="list-style-type: none"> - Science involves making predictions and describing patterns and relationships. <p><u>Science Inquiry Skills</u></p> <ul style="list-style-type: none"> - Science knowledge helps people to understand the effect of their actions. - With guidance, identify questions in <u>familiar</u> contexts that can be investigated scientifically and make predictions based on prior knowledge. - With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment.