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| **Year 3  2025 Term 2 Overview**  Palm Beach State School |

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| Learning Area | Overview of content | | | Summative task summary | |
| English | **Persuasive Letter –** This unit explores the different points of view of fictional characters across a range of texts. Students will demonstrate their understanding of how persuasive text structures influence an audience to support an opinion. They will create a persuasive letter as a character from the text, Fantastic Mr Fox, persuading the audience to support their cause. Students will present this argument, as a persuasive speech, to an audience of their peers. They will engage in a range of experiences to develop their oral language skills, incorporating voice, pitch, pace and tone.    In reading, students explore persuasive texts and demonstrate their understanding of how text structures and language features can vary for different purposes. They will examine how persuasive texts encourage an audience to form an opinion by featuring a clear purpose, formulated arguments and persuasive language. | | | **Writing, Speaking & Handwriting:**  Students will plan, create and perform a persuasive text (letter) to their peers, arguing a preferred side as a chosen character from the novel, *Fantastic Mr. Fox.* Students will also be assessed on their handwriting this term.  **Reading:**  Students will read a persuasive text and answer comprehension questions drawing on literal and implied meaning.  They will also be assessed on their reading fluency. | |
| Mathematics | This term, students will be developing their number sense by working with two- and three-digit numbers in everyday situations. They will build on their understanding of single-digit addition and subtraction and start applying this knowledge to solve more complex problems using a range of efficient strategies. Through hands-on activities and discussions, they will also begin to solve number sentences with missing values, using logical thinking to work out unknown quantities. In addition to their number work, students will learn how to estimate and compare how long activities take using formal time units such as minutes and hours. They will take part in simple, practical activities that involve measuring and comparing durations in familiar contexts. Students will also begin exploring chance and probability. They’ll be identifying and describing possible outcomes of everyday events and discussing how likely each outcome is. Through practical activities, observations, and experiments, they will explain their thinking and explore how results can vary each time an experiment is repeated. These investigations will help them understand that outcomes can change, even when the experiment is repeated in the same way. Throughout the unit, students will be encouraged to explain their reasoning, work collaboratively, and apply their learning to real-world situations. | | | **Measurement:** Students will read and respond to the questions relating to telling the time.  **Number:** Students will use their knowledge of addition and subtraction to solve problems involving single digit numbers. They will apply efficient strategies to solve multiplication and division problems.  **Chance and Probability:** Through practical activities, observations, and experiments, they will explain their thinking and explore how results can vary each time an experiment is repeated. | |
| Science | Students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will evaluate how adding or removing heat energy affects materials used in everyday life. They will conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students will also recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives. | | | Students will conduct an experiment to investigate how butter and ice change state when heat is added. They will predict the outcome of the experiment, collect and record observable features at time intervals and explain their understanding using scientific terminology and diagrams. Students will describe how safety and fairness are considered. | |
| HASS | In this Year 3 History unit, students will explore the diversity of their local communities and the important contributions people make to them. They will examine how the community has changed over time, identifying both the aspects that have remained the same and those that have evolved. A key focus will be on the importance of Country/Place to Aboriginal and Torres Strait Islander Peoples, specifically how these groups are connected to the local area. Students will also learn about the role of individuals from diverse backgrounds in shaping the community's character and development. They will be encouraged to sequence events and lives of individuals chronologically and examine different perspectives. This unit provides an opportunity for students to understand the connections between the past and present. | | | Students will create a timeline and presentation that shows how our local community has changed over time and highlights contributions from people of diverse backgrounds. | |
| Technologies  Mrs Gray | Students will explore how data is collected, organised and represented using text, numbers, images and symbols. They will develop skills using Microsoft Word, Excel and PowerPoint and work collaboratively through a secure collaborative webpage to share and manage their digital work. | | | Students will collect simple data, representing it in two ways (e.g., a graph and a table), explaining their choices in ‘Digital Data Journal’ then upload their work for peer review and final submission. | |
| Health and Physical Education | Health:  In this term students will make connections through their community and local resources that support physical activity. Students will use decision making skills to demonstrate strategies to help stay safe.  PE:  In this term students will refine of fundamental movement skills and apply movement concepts and strategies in a variety of physical activities. These skills involve catching, throwing, passing and finding space on the field for touch. Students will be learning fundamental skills for athletics these include, long jump, sprinting, throwing, high jump, discuss and shotput. | | | *Health*  *Task 1: Connections through their community and local resources that support physical activity.*  *Task 2: Decision making skills to demonstrate strategies to help stay safe.*  PE:  Touch  Athletics | |
| The Arts, Visual Arts-  Tom Cocks | Students will learn different techniques and use an array of different mediums to create various forms of artwork. Students will display their artwork in a gallery and discuss their own artwork and the artwork of other students. | | | Students will be assessed on their art portfolios, the skills they demonstrate in class and the different art techniques used to produce a creative art piece. | |
| Music | This term in music, Year 3 will continue learning the basics in ukulele moving on to playing chords in correct time. | | | Students will be assessed on basic ukulele skills and musical timing | |
| Wellbeing | Students will understand and demonstrate how to respond positively and be resilient in difficult situations. They will discuss how help seeking and reporting strategies support rights and promote the health, safety and wellbeing of themselves and/or peers. Students will understand the ethical implications for bystanders who become aware that support and/or help seeking are required. They will practise help-seeking and reporting strategies that promote the health, safety and wellbeing of self-and/or peers. | | | | |
| General Information | * Jellurgal Excursion - **Week 4** * ANZAC Day assembly 9am Thursday **Week 1** * ANZAC day public holiday Friday **Week 1** * Excellence Assembly Thursday **Week 4** * Labour Day public holiday Monday **Week 3** | * World of Maths incursion Thursday 23/05/2024 **Week 6** * School Photos Tuesday **Week 7** * Excellence Assembly Thursday 13/06/2024 **Week 7** * Report Cards emailed home Thursday **Week 10** * Athletics Carnival (Y3-6) Monday & Tuesday Week **10** | Religion – Mondays  Library Days:  Wednesday: 3M  Friday – 3D 3H 3F 3C 3/4P | | Homework:  Reading each night 10 – 15 minutes Practice timetables |