



## Year 3 Mathematics

Teacher: Ms. Nicole Jones

This term we will be engaging in inquiry units and learning to:

### Connecting with Numbers

- Investigate the conditions required for a number to be odd or even and identify odd and even numbers;
- Recognise, model, represent and order numbers to at least 10 000 ;
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems;
- Recognise and explain the connection between addition and subtraction;
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation;
- Recall multiplication facts of two, three, five and ten and related division facts;
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies; and
- Describe, continue, and create number patterns resulting from performing addition or subtraction.

### Show me the way

- Identify angles as measures of turn and compare angle sizes in everyday situations ; and
- Create and interpret simple grid maps to show position and pathways.

### Financial Literacy

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems ;
- Recall addition facts for single-digit numbers and related subtraction facts to develop efficient mental strategies for computation;
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies;
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents; and
- Collect data, organise it into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies.

## English

Teachers:

**3/4Blue:** Ms. Camille Ellison

**3/4Gold:** Ms. Nicole Jones

### **Writing**

Students write in their *Author's Notebook* each day. They then select a piece of writing to publish and share with others. We aim to publish two pieces of writing this term.

The teaching focus each week will address areas of student need to further develop students' writing practices and understanding of the writing process.

Teachers will conference with students individually on a regular basis on writing to explore students' progress and identify content for focus sessions.

### **Reading**

Comprehension strategies are taught, practiced and assessed through reading activities based on student choice of reading material and Religion and Integrated units.

Teachers will conference with students individually on a regular basis on reading to explore students' progress and identify content for focus sessions.

Class novels will focus on the concept of *growth mindset*, encouraging students to persist when challenged in their learning.

### **Spelling**

Students will have a personal list of spelling words each week which relate to a sound. These will be worked on during class and sent home for homework.

### **Assessment Focus**

Ongoing observations, teacher-student conferencing, writing samples and informal and formal reading assessments.

## Integrated Unit: First Fleet and Australian History

Teachers:

**3/4Blue:** Ms. Camille Ellison

**3/4Gold:** Ms. Nicole Jones

Rationale: The unit complements a historical inquiry around the experiences of the early settlers and contact with Aboriginal and Torres Strait Island peoples. The students will explore both contemporary and historical texts in a range of collaborative activities designed to engage them in critical analysis and reflection.

### Inquiry Questions:

- 1788: Was life the same for everyone?

### Students will learn:

- To investigate life in Britain during the late 1700s;
- To explore the journey of the First Fleet to Australia;
- To understand the events that took place when the First Fleet arrived in Australia;
- To understand the life of a convict transported to Australia;
- To identify the struggles of the early colony and the reasons for expansion; and
- To identify the impact a British colony had on the Indigenous people of Australia.

### Key Assessment Tasks:

- Formative assessment: In class tasks; and
- Summative assessment: The students will create an informative text and a historical narrative excerpt, using the design elements of multimodal texts.

