

TERM 1		TERM 2	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

## ENGLISH

<b>READING</b>	<p><b>UNIT 1: CREATING A COMMUNITY OF READERS</b> <b>Launching the Reading Workshop</b></p> <p>Students apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.</p> <p><b>UNIT 2: NAPLAN Prep. Persuasive Texts</b></p> <p>Students apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.</p>	<p><b>Read aloud task.</b></p> <p>Students will be asked to read aloud a text. Teachers will observe the strategies used for decoding and comprehension</p>	<p><b>Unit 3: Narrative Review</b></p> <p>Students can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p> <p><b>Unit 4: Informative Texts</b></p> <p>Students understand how content can be organised using different text structures depending on the purpose of the text.</p>	<p><b>Response to text: Patches Lost and Found.</b></p> <p>The text Patches Lost and Found by Steven Kroll and Barry Gott is introduced to the class. The students are given time to discuss the cover and predict what the story might be about. Students are then given time to write about the text.</p>
<b>WRITING</b>	<p><b>UNIT 1: CREATING A COMMUNITY OF WRITERS</b> <b>Launching the Writer's Notebook</b></p> <p>Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</p> <p><b>UNIT 2: NAPLAN Prep. Persuasive Texts</b></p> <p>–Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They choose vocabulary appropriate to the purpose and context of their writing.</p>	<p><b>Letter/Memoir</b></p> <p>Write a letter/ memoir to teacher about being in grade 2. Collected Work Sample Review Notebook</p>	<p><b>Unit 3: Narrative Review</b></p> <p>Students understand how content can be organised using different text structures depending on the purpose of the text.</p> <p><b>Unit 4: Informative Texts</b></p> <p>Students demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.</p>	<p><b>Moderated Writing</b></p> <p>Students plan and write an informative text on a topic of their choice. Teachers will use the NAPLAN rubric to assess the plan and the finished piece.</p>
<b>SPEAKING &amp; LISTENING</b>	<p>Students listen to others' views and respond appropriately using interaction skills. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>	<p><b>Listening and Responding</b></p> <p>Students present a piece of writing of their choice. Students give feedback to the presenter on their writing. Students are assessed on the feedback they give.</p>	<p>They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences.</p> <p><b>**This term is still to be finalised**</b></p>	

# MATHEMATICS

<b>NUMBER &amp; ALGEBRA</b>	<p><b>Counting</b> Students count and order numbers to and from 10 000.</p> <p><b>Addition and Subtraction</b> Students recall addition and subtraction facts for single digit numbers. They continue number patterns involving addition.</p>	<p><b>Think Board</b> Choose a 4 digit number (up to 5000). Write the number in expanded form, Model with MAB stamps Write in words Write a number that is 10 more, 100 more, 1000 more</p>	<p><b>Place Value</b> Students apply place value to partition, rearrange and regroup numbers to at least 1000.</p> <p><b>Addition and Subtraction</b> They recognise the connection between addition and subtraction,</p> <p><b>Multiplication</b> Students recall multiplication facts of 2, 3, 5 and 10.</p> <p><b>Fractions</b> Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one.</p>	<p><b>Pizza Time!</b> Students are given a 'pizza' and asked to 'top it'. They can choose up 3 toppings for their pizza. They write the fraction for each topping.</p>
<b>MEASUREMENT &amp; GEOMETRY</b>	<p><b>Measurement</b> Students use metric units for length.</p> <p><b>Shape</b> Naming 2D shapes, make 3D shapes.</p>	<p><b>Robot Task</b> Students draw a robot with specific lengths for the head and body. They add details to their robot and measure how long 3 other parts of their robot are.</p>	<p><b>UNIT: Time Measurement</b> Students use metric units for area.</p>	<p><b>Plan a Park</b> <a href="http://www.australian-curriculumlessons.com.au/2013/04/04/fractions-decimals-and-percentages-lesson-plan-a-park/">http://www.australian-curriculumlessons.com.au/2013/04/04/fractions-decimals-and-percentages-lesson-plan-a-park/</a>  This activity is to be modified to suit the focus of area</p>
<b>STATISTICS &amp; PROBABILITY</b>	<p><b>Chance</b></p>		<p><b>Data</b> Students carry out simple data investigations for categorical variables.</p>	

## INTEGRATED-INQUIRY

<b>INTEGRATED-INQUIRY ODD YEAR</b>	<b>Positive Start</b> Personal and Social Capability (Caring, Courageous & Resilient, Communicator, Balanced, Reflective)		<b>Civics and Citizenship</b> By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging.	
<b>INTEGRATED-INQUIRY EVEN YEAR</b>				
<b>SCIENCE</b>	<b>Grade 3: Chemical Sciences – Solids and Liquids</b>		<b>Grade 3: Biological Sciences – Living vs. Non-Living</b>	
<b>DIGITAL TECHNOLOGY</b>				

## SPECIALISTS

<b>PE</b>	<b>BALL SKILLS</b>		<b>BALL SKILLS</b>	
<b>PERFORMING ARTS</b>	<b>DRAMA</b>		<b>DANCE</b>	
<b>VISUAL ARTS</b>				
<b>GLOBAL LEARNING</b>	<b>PERSONAL AND SOCIAL CAPABILITY</b> (Caring, Communicator, Courageous & Resilient, Balanced, Reflective)		<b>Ethical Capability</b> Principled	

TERM 3		TERM 4	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

## ENGLISH

<b>READING</b>	They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.			
<b>WRITING</b>	They use knowledge of letter-sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.			
<b>SPEAKING &amp; LISTENING</b>				

## MATHEMATICS

<b>NUMBER &amp; ALGEBRA</b>	<p>Students count and order numbers to and from 10 000. They solve problems using efficient strategies for multiplication with and without the use of digital technology. Students recall multiplication facts for single-digit numbers. They represent money values in various ways and correctly count out change from financial transactions. They classify numbers as either odd or even, continue number patterns involving subtraction, and explore simple number sequences based on multiples.</p>			<b>Think Board</b> <p>Choose a 4 digit number (up to 10 000).          Write the number in expanded form,          Model with MAB stamps          Write in words          Write a number that is 10 more, 100 more, 1000 more</p>
<b>MEASUREMENT &amp; GEOMETRY</b>	<p>Mass and capacity. They tell time to the nearest minute. Students identify symmetry in natural and constructed environments. They use angle size as a measure of turn in real situations and make models of three-dimensional objects. Students match positions on maps with given information and create simple maps.</p>			
<b>STATISTICS &amp; PROBABILITY</b>	<p>Students carry out simple data investigations for categorical variables. They interpret and compare data displays. Students conduct chance experiments, list possible outcomes and recognise variations in results</p>			

## INTEGRATED-INQUIRY

<b>INTEGRATED-INQUIRY ODD YEAR</b>	<p><b>History</b> <b>Community and Remembrance (3)</b></p> <p>Inquiry Questions: Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? What is the nature of the contribution made by different groups and individuals in the community? How and why do people choose to remember significant events of the past?</p>		<p><b>History</b> <b>First contacts (4)</b></p> <p>Inquiry Questions: Why did the great journeys of exploration occur? What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? Why did the Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?</p>	
<b>INTEGRATED-INQUIRY EVEN YEAR</b>	<p><b>Geography</b> <b>Places are both similar and different (3)</b></p> <p>Inquiry Questions: How and why are places similar and different? What would it be like to live in a neighbouring country? How do people's feelings about places influence their views about the protection of places?</p>		<p><b>Geography</b> <b>The Earth's environment sustains all life (4)</b></p> <p>Inquiry Questions: How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability? How can people use places and environments more sustainably?</p>	

<b>SCIENCE</b>				
<b>DIGITAL TECHNOLOGY</b>	<b>Digital Systems/ Data and Information</b>		<b>Creating Digital Solutions</b>	
<b>PE</b>	<b>FITNESS SKILLS</b>		<b>FITNESS SKILLS</b>	
<b>PERFORMING ARTS</b>				
<b>VISUAL ARTS</b>	<b>DRAWING</b>		<b>PAINTING</b>	
<b>GLOBAL LEARNING</b>	<b>CRITICAL AND CREATIVE THINKING CAPABILITY</b> Thinker, Inquirer & Knowledgeable		<b>INTER CULTURAL CAPABILITY</b> Open minded	