**Year 3**

**Digital Technology and Design and Technologies**

In Digital Technology students will be exploring the keyboard and learning how to touch type.

Students will utilise design techniques to produce a safety message for around the home. Students will select and use materials, components, tools and equipment to make designed solutions.

**History and Geography** units span across terms three and four.

**Geography** students will investigate:

- Contributing factors which influence where people choose to live: visible characteristics, and climate,
- How to pose simple geographical questions for investigating places of significance,
- How to collect information from different sources to answer questions, including interviews and surveys

The **History** content will involve:

* Identifying the traditional owners of our local area.
* Learning some celebrations and commemorations observed by Indigenous Australians may have changed over time.
This term our **English** units for Year 3 students will be: listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. For their assessment they create a multimodal imaginative text.

The second unit students will listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students will write and present an adaptation of a poem to an audience using appropriate speaking skills.

We will continue to target reading, writing and spelling through our weekly work.

In **Mathematics** students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students will study:

- **Units of measurement** - use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analog clocks, transfer knowledge of time to real-life contexts.

- **Patterns and algebra** - connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns.

- **Number and place value** - recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract, recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use part-part-whole thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems.

- **Fractions and decimals** - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions.

- **Location and transformation** - represent symmetry, interpret simple maps and plans.

- **Data representation and interpretation** - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, and interpret data displays.

- **Chance** - explore the language of chance, make predictions based on data displays.

In **Science** this term students will explore the unit: Hot Stuff

In this unit, students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer.

Students will identify that heat energy transfers from warmer areas to cooler areas. They will consider everyday questions about heat energy and conduct a range of investigations to solve them.

Students will plan and conduct investigations about heat and heat energy transfer and will collect data safely, using appropriate equipment to record measurements. They will represent their data in tables and simple column graphs, to identify trends, explain their results and reflect on the fairness of their investigations. Students will understand the importance of science investigations to respond to questions.