



Oakleigh State School



Empowering
our community of learners
to create a *legacy*
which *redefines* our world

YEAR THREE

YEARLY CURRICULUM AND SUMMATIVE
ASSESSMENT OVERVIEW



Year 3 - ENGLISH

Year 3 - ENGLISH						
2023	Semester 1			Semester 2		
Y3	ENGLISH					
	<p>Combine Unit 1 and Unit 3: Analysing and creating a persuasive text (v8.0) and Exploring Characters and setting in texts (V8.0) (see unit 3 to the right)</p> <p>In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p> <p>Students use unit 1 to focus on writing a persuasive paragraph and then unit 3 to elaborate and create a whole text of persuasive writing in the form of a persuasive letter that links to a literary text; Charlotte's Web or the PEEC excursion story thread about planet Xanath.</p>	<p>Unit 3: Exploring Characters and setting in texts (V8.0)</p> <p>Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</p> <p>Students explore themes of friendship throughout Charlotte's Web, which leads into Unit 2 Matty Forever.</p>	<p>Unit 2: Investigating character (v8.0)</p> <p>Students listen to, view and read a short narrative, a digital book and a novel to explore authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p> <p style="text-align: center;"><u>Connected Curriculum:</u> Health Unit 1: Good Friends</p>	<p>Unit 4: Examining stories from different perspectives (v8.0)</p> <p>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</p>	<p>Unit 5: Examining imaginative texts. V8.0</p> <p>Students 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. They create a multimodal imaginative text.</p>	<p>Unit 6: Reading Writing and Performing Poetry v8.0</p> <p>In this unit, students listen to, read, view and adapt Australian poems. 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 write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.</p>
Y3	ASSESSMENT					
	<p>Unit 1&3: Persuasive letter Persuasive response — written. Letter to the minister of Xanath</p> <p>Unit 1&3: Short Answer Response Informative Response Analysing and creating persuasive texts – Pet Adoption – Bear</p>	<p>Unit 3: Persuasive letter Persuasive response — written</p> <p>Students write a letter to persuade a known audience.</p> <p>e.g. Save Wilbur</p> <p>Unit 3: Reading comprehension Exam/test: Persuasive text Ballet letter and Pet for adoption.</p> <p>Students comprehend literal and implied meaning in a text, identify, and explain the author's use of language.</p>	<p>Unit 3: Present an oral presentation of the persuasive letter; Saving Wilbur.</p> <p>Imaginative response – Adapted: Digital recording of a reading of the written persuasive letter using Book Creator or explain everything.</p> <p>Unit 2: Imaginative narrative Imaginative response – written</p> <p>Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters.</p>	<p>Unit 4: Retelling a traditional narrative from a different perspective Imaginative response – Adapted: Digital recording of a reading of the written retell using Book Creator or explain everything.</p> <p>2020: This may change to a written task only as DRAMA may provide the oral presentation through the recital of poetry.</p> <p>Students prepare a retell of a familiar traditional narrative from the perspective of another character in the text.</p>	<p>Unit 5: Reading comprehension Short answer questions</p> <p>Students comprehend a story, drawing on knowledge of context, text structure and language features and to evaluate language and images in the text.</p> <p>Unit 5: Creating a multimodal text Poster/multimodal presentation Students create a multimodal imaginative text based on the themes of bravery or courage, using software.</p>	<p>Unit 6: Writing and presenting poetry Imaginative response — Oral</p> <p>Students write and present an adaptation of a poem.</p>

Year 3 – MATHS

Year 3 – MATHS				
	Semester 1	Semester 2		
Y3	MATHS			
	<p>Unit 1: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts. ● Using units of measurement — tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres. ● Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. ● Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. 	<p>Unit 2: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. ● Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections. ● Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. ● Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. ● Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. ● Geometric reasoning — identify angles in the environment, 	<p>Unit 3: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two –digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. ● Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. ● Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals. ● Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, 	<p>Unit 4: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value — recall addition and related subtraction number facts, 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), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions. ● Money and financial mathematics — count the change required for simple transactions to the nearest five cents. ● Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity. ● Shape — make models of three-dimensional objects. ● Location and transformation — represent symmetry, interpret simple maps and plans. ● Geometric reasoning — identify angles as measures of turn, compare angle sizes in the everyday ● Data representation and interpretation identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data display

		<p>construct angles with materials, compare the size of familiar angles in everyday situation</p> <p style="text-align: center;">STEAM UNIT A Number Facts Solution Digital Technologies Subjects: Mathematics Assessment: Data Excursion/Event: Resources Used: Apple Numbers, Scratch</p>	<p>identify pattern rules to find missing elements in patterns.</p> <ul style="list-style-type: none"> ● Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analogue clocks, transfer knowledge of time to real-life contexts. ● Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non- symmetric 	<p style="text-align: center;">STEAM UNIT Drone Farming Design Technologies Subjects: Mathematics Assessment: Excursion/Event: Resources Used: Drones</p>
Y3	ASSESSMENT			
	<p>Unit 1: Representing, adding and subtracting numbers <i>Short answer questions</i> Students recognise, represent and order numbers. They recognise the connection between addition and subtraction and add and subtract numbers.</p> <p>Unit 1: Conducting a simple chance experiment SAQ Students collect and interpret data from a simple chance experiment.</p> <p>Unit 1: Investigating and measuring length (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a length inquiry question.</p>	<p>Unit 2: Adding, subtracting and partitioning numbers SAQ Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.</p> <p>Unit 2: Investigating positions on maps (2018) <i>Assignment/Project</i> Students use simple strategies to reason and solve a location inquiry question.</p>	<p>Unit 3: Measuring length, mass and capacity using metric units SAQ: Students use metric units for length, mass and capacity.</p> <p>Unit 3: Patterning and connecting addition and subtraction SAQ: Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.</p> <p>Unit 3: Representing multiplication <i>Assignment/Project</i> Students represent multiplication and solve multiplication problems using a range of strategies.</p> <p>Unit 3: Telling time to the nearest minute SAQ: Students tell time to the nearest minute and solve problems involving time.</p> <p>Unit 3: Investigating the relationship between units of time (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a measurement inquiry question.</p> <p>Unit 3: Money (eAssessment) (optional) SAQ Students represent money values in various ways and correctly count change from financial transactions.</p>	<p>Unit 4: Using unit fractions and multiplication SAQ Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p> <p>Unit 4: Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles SAQ Students match positions on maps with given information, and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations.</p> <p>Unit 4: Investigating change (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a money inquiry question.</p>

Year 3 – SCIENCE

		Semester 2		
Y3	SCIENCE			
	<p>Unit 2: Spinning Earth (v8.0)</p> <p>Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</p>	<p>Unit 1: Is it living? (v8.0)</p> <p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<p>Unit 3: Hot stuff (v8.0) connected to ODU – Retaining Heat Keeping drinks warmer</p> <p>Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p>	<p>Unit 4: What's the matter? (v8.0)</p> <p>Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.</p>
Y3	ASSESSMENT			
	<p>Unit 2: Investigating the sun, Earth and us <i>Multimodal presentation</i></p> <p>Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p> <p>Collection of work Comparing & investigating Earth Moon and Sun (M) Student self-assessment – investigating the effects of the Earth's movement on day and night (M) Poster/Multimodal presentation – Earth, Moon and Sun</p>	<p>Unit 1: Investigating living things <i>Supervised assessment</i></p> <p>Students group living things based on observable features and distinguish them from non-living things</p> <p>Collection of work: Examining once-living, sorting (M) Investigating what is means to be living, observing, recognising multiple views about 'living' (M)</p>	<p>Unit 3: Understanding heat <i>Experimental investigation</i></p> <p>Students investigate the behavior of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p> <p>Changing heat/absorbing heat Lesson 12 (M) Keeping the chocolate hot Lesson 10 (M) Producing heat/heating water Lesson 6 (M) Written – Keep drinks cooler scientific report</p>	<p>Unit 4: Investigating solids and liquids <i>Supervised assessment</i></p> <p>Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>

Year 3 – THE ARTS

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Year 3 – HASS

Year 3 – HASS		
	Semester 1	Semester 2
Y3	HASS	
	<p>HASS Unit 2: Exploring places near and far:</p> <p>Inquiry question: How and why are places similar and different?</p> <p>In this unit:</p> <ul style="list-style-type: none"> • Identify connections between people and the characteristics of places • Describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • Interpret data to identify and describe simple distributions and draw simple conclusions • Record and represent data in different formats, including labelled maps using basic cartographic conventions • Explain the role of rules in their community and share their views on an issue related to rulemaking • Describe the importance of making decisions democratically and propose individual action in response to a democratic issue • Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms 	<p>HASS Unit 1: Our unique communities:</p> <p>Oakleigh SS aligned unit: Celebrations and Commemorations.</p> <p>Inquiry question: How do people contribute to their unique communities?</p> <p>In this unit:</p> <ul style="list-style-type: none"> • Identify individuals, events and aspects of the past that have significance in the present • Identify and describe aspects of their community that have changed and remained the same over time • Explain how and why people participate in and contribute to their communities • Identify a point of view about the importance of different celebrations and commemorations to different groups • Pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • Sequence information about events and the lives of individuals in chronological order • Communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms
Y3	ASSESSMENT	
	<p>Assessment: Collection of work and written assessment</p> <p>To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale (for example, the student's school versus an overseas school) and identify similarities and differences • interpret data to identify simple distributions and draw simple conclusions • represent data in different formats, including labelled maps • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • Communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p>Assessment: Collection of work and written assessment</p> <p>To investigate the significance of commemorations/celebrations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe how significant individuals, events and aspects of the past are remembered today • identify a point of view about the importance of different celebrations and commemorations to different groups • explain how and why people participate in and contribute to their communities • pose questions and locate and collect information from sources, including observations to answer questions • sequence information about events and the lives of individuals in chronological order • Communicate their ideas, findings and conclusions in written forms using simple discipline-specific terms.

Year 3 – PE

		Semester 1	Semester 2		
Y3	HPE	<p>Movement and Physical Activity Swimming and Life Saving Adapted C2C Y4 U1 Splish Splash Government Water Safety and Swim Education Program Adapted Yr6 C2C U1: Lifesaving</p> <p>Students participate in learn to swim program, stroke development and survival skills.</p> <p>They are developing their fundamental and simple specialised movement skills by participating in swimming/lifesaving.</p> <p>Through swimming, students examine the benefits of regular physical activity, including the influence on sleep, concentration and fitness.</p> <p>They also learn about strategies to use in unsafe water situations and practise strategies that promote health, safety and wellbeing.</p>	<p>Movement and Physical Activity C2C Unit 2: Take your Marks, get set, Play</p> <p>Students participate in Athletics and Cross-Country skill development and carnivals</p> <p>Through participating in athletics and cross-country activities students are exploring, developing and refining fundamental movement skills of running, jumping and throwing techniques in a variety of situations including to solve challenges.</p> <p>They also practise strategies that promote health, safety and wellbeing in the classroom and in the playground and understand the benefits of physical activity for their mind and body.</p>	<p>Movement and Physical Activity C2C Unit 3: Having a Ball</p> <p>Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.</p> <ul style="list-style-type: none"> • Develop and refine the fundamental movement skills of throwing and catching • Explore and develop the concepts and strategies of Fast 4 Newcombe • Develop strategies for working cooperatively and applying rules fairly • Solve movement challenges. 	<p>Movement and Physical Activity Adapted C2C Yr4 U1 Splish Splash Adapted Yr6 C2C U1 Surf Lifesaving</p> <p>Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> • combine arm, leg and breathing movements with the elements of movement to develop swimming strokes • refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence • examine the benefits of swimming
Y3	ASSESSMENT	<p>Students are assessed on their ability to:</p> <ul style="list-style-type: none"> • applying elements of movement to develop swimming strikes, • refining their body movements to perform swimming strokes in sequence • the benefits of swimming • demonstrating water safety, survival skills and movement challenges. 	<p>Students are assessed on their ability to:</p> <ul style="list-style-type: none"> • refining their fundamental skills of running, jumping, throwing and skipping and applying movement concepts • and strategies to solve movement challenges. 	<p>Students are assessed on their ability to:</p> <ul style="list-style-type: none"> • apply strategies for working cooperatively and apply rules fairly • refine fundamental movement skills and movement concepts and strategies in a variety of physical activities • solve movement challenges. 	<p>Students are assessed on their ability to:</p> <ul style="list-style-type: none"> • apply elements of movement to develop swimming strokes • refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence including freestyle, backstroke, breaststroke and surface dive. • examine the benefits of swimming.

Year 3 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

		Semester 1	Semester 2		
Y3	HEALTH	<p>C2C Unit 4: I am healthy and active Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12-year old. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives. Students</p> <ul style="list-style-type: none"> Examine different types of physical activity and the benefits to health and wellbeing. Explore strategies to stay healthy and active Examine the concept of sedentary behaviour and how to reduce inactivity Investigate strategies to increase physical activity levels and improve health and wellbeing Examine how personal identities can be strengthened in challenging situations Participate in games and physical activities to experience health and wellbeing 	<p>C2C Unit 1: Good Friends Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how meeting challenges strengthens identity. Students:</p> <ul style="list-style-type: none"> Explore a range of emotions and factors that influence and strengthen self-identity. Understand the basis of friendships. Examine the benefits of positive social interaction. Investigate how conflict in relationships can be managed. Explore roles and responsibilities within respectful friendships. <p style="text-align: center;">Connected Curriculum with English Unit 2: <i>Matty Forever</i></p>	<p>C2C Unit 2: Feeling Safe Students explore risk taking behaviours, their rights and responsibilities and decision-making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe. Students:</p> <ul style="list-style-type: none"> determine the difference between feeling safe and unsafe establish personal safety guidelines in relation to private parts of the body develop the concept of children's rights examine how rules and laws contribute to safety develop an awareness of the environment by recognising safety clues understand how emotional responses vary in depth and strength in different situations investigate strategies to reduce bullying and promote positive interaction investigate the effects of risk-taking behaviour Develop strategies to reduce and manage situations involving risk. <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum</p>	<p>C2C Unit 3: Healthy Futures Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. Students:</p> <ul style="list-style-type: none"> explore sustainability practices that demonstrate respect for the environment make connections between sustainability and personal health investigate sustainable practices in the classroom explore the similarities between community, classroom and school sustainable practices discuss how being outdoors supports the different dimensions of health Participate in a range of outdoor activities with other students. Making classrooms and playgrounds healthy safe and active Participation in outdoor games promotes connection between the community, natural and built environments, health and wellbeing.
Y3	ASSESSMENT	<p>C2C Unit 4: I am healthy and active Research</p> <p>Students complete a supervised assessment. They examine strategies to achieve healthy and active strategies and read case studies to assist the characters in the case studies to apply these strategies to their active routine.</p>	<p>C2C Unit 1: Good Friends Assignment/Project</p> <p>Oakleigh Designed Unit Working as a Team and Following Rules Within Unit 2 HASS Booklet: Places are similar and different.</p>	<p>C2C Unit 2: Feeling Safe Research Task</p> <p>Students investigate sustainable practices at their school. They make suggestions about extending the practice outside the school setting.</p>	<p>C2C Unit 3: Healthy Futures Research</p> <p>Students investigate sustainable practices at their school. They make suggestions about extending the practice outside the school setting.</p>

Year 3 – TECHNOLOGIES

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	Semester 1	Semester 2
Y3	TECHNOLOGIES	Digital Technologies
	<p>Oakleigh Designed Unit: Fix our Facts To design a digital solution that is a guessing game to support an area of weakness in maths.</p> <p style="text-align: center;">STEAM UNIT A Number Facts Solution Digital Technologies Subjects: Mathematics Assessment: Data Excursion/Event: Resources Used: Apple Numbers, Scratch</p>	
Y3	ASSESSMENT	
	<p>Design a Guessing Game - Portfolio of work Using an inquiry process, students use Scratch Jr to program a scratch animation multiplication and division game to support year 3 students learn their number facts.</p>	
	Semester 1	Semester 2
Y3	Design Technologies	Drone Farming
		<p>Drone Farming: Creating a solution to a problem in a garden</p> <p style="text-align: center;">STEAM UNIT Drone Farming Design Technologies Subjects: Mathematics Assessment: Excursion/Event: Resources Used: Drones</p>
Y3	ASSESSMENT	
		<p>Portfolio of Work In this unit students will design a system that contributes to the effectiveness of our school composting system. They will be assessed on process and production skills, knowledge, and understanding of Design Technologies including planning and sequencing major steps in design and production, evaluating ideas and designed solutions, the use of technologies in society and safe working practices.</p>

