TOPIC OUTLINE
Term 1, 2015
Grade 3

INQUIRY UNIT

TOPIC: Just Me: The best I can be!
Fertile Question: How can the choices we make affect our health and wellbeing?
Key Learning Area: Health and Wellbeing.

Understandings:
• Emotional, physical, spiritual and social health all contribute to our happiness and achievements.
• We are responsible for our actions and words which affect who we are.
• As we grow our health and wellbeing changes.
• Spiritually we become closer to God therefore influencing our relationships and understanding those around us.
• When online we need to be aware of reliable and appropriate content.

Skills:
This term your child will:
• **Investigate** what makes a healthy body.
• **Recognise** their personal emotions and identify ways to respond appropriately.
• **Explore** the importance of healthy food.
• **Represent** the five food groups and discuss the benefits of these groups e.g. proteins, fats, carbohydrates etc.
• **Understand** that well balanced food choices keep us fit and healthy.
• **Create** a Healthy Living Action Plan.
• **Investigate** how physical activity improves our well being.
• **Reflect** on our talents and gifts received from God.
• **Make connections** with our relationships with God and others.
• **Explore** our need for positive relationships.
• **Identify** qualities in ourselves and others that contribute to building positive relationships.
• **Identify** reliable and appropriate online content.
• **Develop** strategies to deal with unwanted or inappropriate content.
• **Understand** that personal information must only be shared with trusted people to protect our online identity.
• **Reflect** and **evaluate** personal choices and how they affect their health and wellbeing.

ENGLISH

Reading & Viewing
This term your child will:
• Read information from a variety of resources including newspapers, magazines and the internet.
• Read a variety of factual texts.
• Draw connections between ideas in texts and personal experiences.
• Interpret and respond to a range of reading and media images.
• Comprehend texts using a variety of strategies. Eg: Literal, inferred, evaluative, etc.
• Recognise high frequency sight words.

Writing
This term your child will:
• Identify the audience and purpose for a piece of writing.
• Use adjectives, nouns and verbs to make writing interesting.
• Use the structures and features of Persuasive Texts and Narratives.
• Understand how to use sound letter-relationships and knowledge of spelling rules.
• Maintain the correct use of punctuation and grammar when writing.
• Maintain correct size and formation of letters and numbers in handwriting.
Word Study
This term your child will:
- Increase their knowledge of nouns and adjectives.
- Continue to use a variety of letter blends to spell words correctly.
- Use a Dictionary and personal Spelling Book to check and record correct spelling of words.

Speaking & Listening
This term your child will:
- Use eye contact and voice projection.
- Clearly articulate words and sentences when speaking and presenting work.
- Prepare and present simple oral presentations for an audience. Eg: sharing work.

MATHEMATICS

Number & Algebra
This term your child will:
- Recognise, model, represent and order numbers to at least 10,000.
- Expand numbers to identify the place value e.g. 6234 = 6000 + 200 + 30 + 4
- Read and write numbers according to place value e.g. 7 056 = Seven thousand and fifty six.
- Identify digits according to their place value (eg: In 8,376 the 3 represents 300).
- Investigate and identify the conditions required for a number to be odd or even.
- Round numbers up and down to the nearest 10 or 100.
- Use place value to determine the size and order of whole numbers to hundreds.

Measurement & Geometry
This term your child will:
- Use vertical and horizontal to describe orientation.
- Determine approximate north by considering the position of the sun.
- Identify grid co ordinates to determine position.
- Use features of a map to locate specific places and objects.
- Use directional language to describe location such as forward, backwards, left, right, etc.
- Create and interpret simple grid maps to show positions and pathways.
- Estimate using personal units such as pace length and arm span.
- Identify, compare and use formal and informal units to measure length. i.e. centimetre and metre, footspan, blocks etc.

Statistics & Probability
This term your child will:
- Identify data sources and plan methods of data collection and recording.
- Collect data using tally marks.
- Represent data in appropriate displays (eg: Column graphs for eye colour).
**PHYSICAL EDUCATION**

_This term your child will:_
This term your child will participate in physical activities that will encourage the development of both basic and complex motor skills in the sports of basketball and cricket. They will be given opportunities to perform a wide variety of motor skills and apply them to basic, sport specific situations. Your child will participate regularly in physical activities for the purpose of improving and focusing on their skill, health and fitness.

**VISUAL ARTS**

_This term your child will:_
This term your child will review their knowledge of lines to create a picture incorporating various lines. They will create a self-portrait focusing on placement and shape of facial features. They will create a silhouette facial profile.

**ITALIAN**

_This term your child will:_
This term your child will be encouraged with teacher guidance to participate in oral interactions using simple language on everyday topics. They will be guided to read short familiar texts and recite numbers, days and months using actions, song, props and movement.

**INTERPERSONAL DEVELOPMENT**

_This term your child will:_
- Accept responsibility for their role in tasks.
- Identify and use a variety of strategies to manage and resolve conflict.
- Accept and display empathy for the points of views and feelings of peers and others.

**PERSONAL LEARNING**

_This term your child will:_
- Work with others to reduce, avoid and resolve conflict.
- With support identify their learning strengths and weaknesses and set learning and social improvement goals.