TOPIC OUTLINE
Term 4, 2015
Grade 3

INQUIRY UNIT

TOPIC: Push, Pull, Turn, STOP!
Fertile Question: How do simple machines work?
Key Learning Area: Science and Technology

Understandings:
- There are 6 simple machines (screw, pulley, inclined planes, levers, wedges, wheel and axle).
- Machines can be powered in a variety of ways.
- Simple machines have changed over time.

Skills:
This term your child will:
- Define what is a machine.
- Create a list of machines.
- Draw and label a simple machine.
- Explain how simple machines work to make a task easier.
- Sort machines according to their working mechanisms.
- Explore changes in technology over time.
- Observe simple machines at work.
- Recognise ways that simple machines affect their lives.

ENGLISH

Reading & Viewing
This term your child will:
- Identify the features of online texts that enhance navigation.
- Read a variety of factual texts.
- View videos to discuss how relationships between characters can be depicted by their position, expression and gesture.
- Scan a variety of genres and identify reasons why they are appealing.

Writing
This term your child will:
- Use the structure and features of an explanation text.
- Use their imagination to create a narrative.
- Use adjectives, nouns and verbs to make writing interesting.
- Write using joined letters that are clearly formed and consistent in size.

Speaking & Listening
This term your child will:
- Learn to extend technical vocabulary and ways of expressing opinion (verbs and adverbs).
- Discuss texts in which characters, events and settings are portrayed in different ways.
- Prepare and present simple oral presentations for an audience.
MATHEMATICS

Number & Algebra
This term your child will:
- Recognise, model, represent and order proper fractions.
- Read and write fractions using correct fraction notation.
- Investigate fractions and their equivalence using a fraction wall.
- Identify simple decimal fractions and compare notation to proper fractions. E.g. 1/10 = 0.1

Measurement & Geometry
This term your child will:
- Explore the difference between volume and capacity and use standard measurements to record measurement.
- Describe what is seen and not seen of a simple object from different positions. E.g. bird’s eye view.
- Explore 2D diagrams and enlarge/reduce a given diagram using a grid.

Statistics & Probability
This term your child will:
- Identify chance occurrences within daily life.
- Explore chance vocabulary and its use in describing likelihood. E.g. possible, unlikely, certain, etc.
- Collect data using tally marks.
- Explore factors that alter possibility of chance occurrences.
- Collect data from sample populations (e.g. classroom) and represent data using a bar or pictograph.

PHYSICAL EDUCATION
This term your child will:
- Begin to learn the fundamental motor skills of netball, hockey and volleyball.
- Understand that co-operative skills need to be developed if effective competitive activities are to be played; for example sharing equipment, space and game time, accepting skill levels of others in their group, encouraging and helping one another.
- Participate in activities in a cooperative and fair manner.

VISUAL ARTS
This term your child will:
- Create a loom and use it to learn the skill of French knitting.
- Create art work using various media eg oil pastels, water colour pencils.
- Create Christmas decorations using drawing, construction and collage materials.

ITALIAN
This term your child will:
- Be encouraged to continue to participate in and respond appropriately during oral interactions.
- With teacher guidance explore colours, pets and the most commonly used words in Italian.
- With teacher guidance begin to write basic sentences in Italian.
- Investigate Italian celebrations and traditions such as La Beffana and Natale (Christmas).
SOCIAL AND EMOTIONAL LEARNING

This term your child will:

• Cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.
• Demonstrate respect for each other and acknowledge individual differences.
• Make and justify some decisions about their learning.
• With support, identify their learning strengths and weaknesses.