



Religious Education (RE)	English	Mathematics
<p>Students will learn:</p> <p>Easter</p> <ul style="list-style-type: none"> The Church celebrates the important events of the life, death and Resurrection of Jesus through the liturgical season of Easter. The unit recalls the events of the Journey to Emmaus and how the risen Jesus is present with us, through the Holy Spirit; in our relationship with Jesus, in the Word and in the 'breaking of the bread'. The unit explores the celebration of Easter in the Church. It highlights the importance of Baptism in the Easter season as a sign of new life. <p>Pentecost</p> <ul style="list-style-type: none"> Students will explore the presence of the Holy Spirit in our lives. It focuses on the Holy Spirit as the source of strength enabling us to continue the mission of Jesus. The unit looks at the Holy Spirit as the fulfillment of Jesus' promise not to leave us alone after he had ascended into Heaven. The unit concludes by identifying the mystery of the Holy Trinity as central to our faith. 	<p>Students will learn:</p> <p>Icebergs! (Concept - Genre)</p> <ul style="list-style-type: none"> Students will gain a deeper understanding of the textual concepts of genre, perspective and context through an analysis of the texts <i>Iceberg</i> and <i>Earth's Incredible Oceans</i>. Throughout the unit, students will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose. <p>Wandi (Concept - Argument and Authority)</p> <ul style="list-style-type: none"> Students will gain a deeper understanding of the textual concepts of 'argument and authority' and 'genre'. Through the study of the text <i>Wandi</i>, students will explore how an argument may be a single perspective that is presented or defended. The difference between authorship and authority is explored and how they can enhance an argument presented. Students will develop texts using language choices for persuasive effect. Students will also plan and deliver a spoken presentation. <p>Piano Fingers / Sonam and the Silence (Concept - Imagery and Symbols)</p> <ul style="list-style-type: none"> students will explore how authors use imagery and symbols in literature and identify how figurative language can influence meaning. Students will experiment using salience and figurative language to create a multimodal text. Students will also make connections to characters in a text by composing a journal entry. 	<p>Students will learn:</p> <ul style="list-style-type: none"> create fractional and complementary parts of a length model, label and describe fractions through fraction strips and fraction walls explore equivalence and multiplicative relationships of fractions. pose questions and collect discrete data display and interpret data using lists, tables, dot plots and column graphs read, write, represent order and partition numbers up to 4 digits. Apply place value to partition numbers up to 4-digits use partitioning and place value knowledge to add and subtract identify the relationship between addition and subtraction. generate and describe patterns use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10 represent and solve problems involving multiplication fact families. use directional language to interpret and locate positions on a grid map while describing routes between points predict and describe possible outcomes from chance experiments use visualisation, language and multiple representations of position and chance concepts. compare and describe features of three-dimensional objects by exploring models, sketches and diagrams construct and deconstruct nets of three-dimensional objects use formal units (litres and millilitres) to measure capacity and scaled instruments to measure and compare capacities. identify angles as measures of turn identify and name the parts of an angle read and represent analog time using minutes and hours and solve problems involving quarter hours and half hours.



Science and Technology	Creative Arts - Music	Creative Arts - Visual Art
<p>The study of energy is abstract for Stage 2 students. To increase their understanding of energy, the unit provides concrete experiences that enable students to connect different forms of energy to their everyday lives. As students experience increasingly complex interactions between energy and matter, they will begin to understand that many of the changes they observe occur in predictable patterns for each form of energy. The study of energy also fosters a student's ability to observe, describe, and predict patterns in a qualitative and quantitative manner.</p>	<p>Students explore sound, moods and emotions through voice and through a variety of sound sources to develop their understanding of the musical elements, particularly tone colour. Improvisation and composition is explored.</p>	<p>The students will be exposed to a variety of famous artists and their artworks. They will be exposed to the experiences, society and time in which each artist lived. They will also be encouraged to reflect on the forms used, the materials and the techniques used in their artworks. They will express opinions about what influenced each artist's work and what they were trying to express in their artwork. They will also create artworks using the different techniques that these artists used. Through creating these artworks, they will develop an appreciation of the skills developed by these artists.</p>
PDHPE (PE)	PDHPE (Health)	HSIE (History)
<p>The strand Movement Skill and Performance focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.</p>	<p>The strand <i>Healthy, Safe and Active Lifestyles</i> focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.</p>	<p>This unit is about the history of celebrations and commemorations in the immediate community, across the nation and over the world. It connects to the Religion unit on celebrating the most important time in the Catholic calendar. Students will investigate important historical days, people and events in their lives and that of their family and community. Students will explore how changes have occurred over time and how these changes impact their lives today.</p>



OVERVIEW OF LEARNING

Term 2, 2024

Year 3 (Stage 2) ★ ★





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