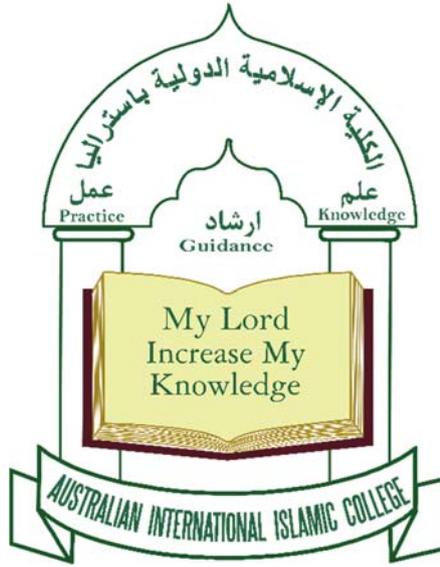


In the Name of Allah, Most Beneficent, Most Merciful

Australian International Islamic College

الكلية الإسلامية الدولية باستراليا



INFORMATION BOOKLET 2015 - YEAR 3

Our mission is to educate students with strong Islamic values and beliefs and provide an excellent academic foundation for students to advance according to the capabilities bestowed on them by Allah (SWT) to excel and achieve their career goals and live harmoniously within the wider community.

ENGLISH

The English program according to the National Curriculum aims to explore, consolidate and extend the spoken and written skills of students. In the early years, students will be engaged with purposeful listening and speaking activities for different purposes and contexts. The three English strands are:

- **Language Strand**
- **Literature Strand**
- **Literacy Strand**
-

LANGUAGE STRAND – GRAMMAR

- Capital letters
- Full stops
- Questions
- Exclamations
- Nouns - common, plural and proper
- Pronouns
- Verbs
- Adjectives
- Compound words
-

Literature Strand and Literacy Strand

TEXT TYPES / GENRE WRITING:

- Description
- Expository
- Personal recount
- Report
- Narrative
- Information report
- Persuasive

SPEAKING AND LISTENING

Students will use oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts. Students learn that:

- The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done.
- Speakers can adopt different roles in formal and informal situations

- Words and phrasing volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners

READING AND VIEWING

In year 3 reading and viewing involves using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts. When reading and viewing students will make connections between their prior knowledge and the subject matter. Students will use a range of decoding and reading strategies when reading and comprehend and interpret a variety of text types. Students will be doing Novel study on Roald Dahl books such as “Twits”, Reading skills are developed through silent reading, home reading, shared reading and class reading groups.

LANGUAGE ELEMENTS

In year 3 students will understand that interpreting and constructing texts involves exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes in familiar contexts.

SPELLING / WORD STUDY

The emphasis is on word recognition and building onto existing knowledge. There will also be an emphasis on phonics and theme words. Students will receive every week for homework a weekly spelling list which they will be tested on every Friday.

HANDWRITING:

- To consolidate and correct letter formation and size.
- To develop fluent handwriting movements
- Introduce Modern Cursive handwriting

MATHEMATICS

Students will continue developing their mathematical ability through practical everyday mathematical situations, investigations, as well as games, group work and teacher explanations. Three contents strands in the national curriculum are:

- **Number and Algebra:** In early years the concentration will be more on number Topics concepts and near the end the emphasis will be on algebra

- **Measurement and geometry:** It will include terms like space, covering the concepts of shape and location- this will lead in the study of maps, scales, measurement, angles etc.

- **Statistics and probability:** Covers terms like Chance and data- Students will learn the importance of collecting, representing, interpreting and analysing data. They will learn Chance by predicting possible or impossible.

These are covered thoroughly in the class text-book. The book covers the three primary strands of the curriculum. It places a great deal of emphasis on investigations and hands on activities before being consolidated with workbook activities.

Concrete materials such as base materials, measuring instruments, clocks, money, 3D shapes etc. will be utilised in many and varied situations.

Each week students will be tested on their basic number facts. Students will also be involved in problem solving activities on a weekly basis to strengthen this vital skill in mathematics and life in general.

HISTORY

According to the National Curriculum, the Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features. The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills. These strands are interrelated and are taught in an integrated way. The topics covered this year are –“**Discover Australia and Early settlement**” and “**How Aboriginal and Torres Strait Islander people live before colonisation did**”

Key Inquiry Questions

The Year 3 curriculum provides a study of identity and diversity in both a local and broader

context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of **significance**, and celebrations and commemorations, both locally and in other places around the world.

The content provides opportunities to develop historical understanding through key **concepts** including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These **concepts** may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students’ historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:

1. Who lived here first and how do we know?
2. How has our community changed? What features have been lost and what features have been retained?
3. What is the nature of the contribution made by different groups and individuals in the community?
4. How and why do people choose to remember significant events of the past?

GEOGRAPHY

Places are both similar and different continues to develop students understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia and the Countries/places of Aboriginal and Torres

Strait Islander People. The content of this year level is organized in two strands:

- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills.

The Themes covered will be “Map it out” Mapping and Atlas Skills and “World around us” (Mapping and Atlas Skills). Through these units students will be given the opportunity to apply their knowledge and understandings of mapping skills to further explore Australia and learn about the neighbouring countries of Australia.

SCIENCE

The emphasis is to enhance the skills of observation, enquiry, examination, recording and classifying. Some themes covered are Life and Living Eco System develop understanding and appreciation of the concept of life-cycles, food chains and eco-systems-Living things can be grouped on the basis of observable features and can be distinguished from non-living things

Hot Stuff-Heat can be produced in many ways and can transfer from one object to another

Earth and Space Sciences: Earth’s rotation on its axis causes regular changes including night and day. Also more about planets, stars, moons and weather patterns

Melting Moments- Changes in state: Chemical Sciences: A change of state between solid and liquid can be caused by adding or removing heat

The strands to be covered in Science are:

- Science Understanding
- Science Inquiry skills
- Science as a human endeavour

H.P.E

- Keeping myself healthy
- Safe living
- Healthy bodies
- Making the right decisions
- Keeping your body clean
- Motor skills programme

- Learning playground games

THE ARTS

Students will develop fine motor skills and enhance their creative potential through:

- Self-portrait
- Patterns
- Drawing
- Collage / 3D construction
- Painting
- Design
- Printing
- Reader's Theatre
- Dramatic representation

INFORMATION, COMMUNICATION & TECHNOLOGY

Students acquire skills in Microsoft Word, PowerPoint. Students also learn skills to allow them to research for assessments effectively on the internet.

HOMEWORK

As a means of reinforcing and consolidating classroom learning, regular homework will be set each week. Homework will be given out on every Monday and collected on Friday. If any student is having difficulty with any homework they are encouraged to consult the teacher and discuss these problems.

Spelling words (core and theme) are given weekly and also tested weekly. These words are to be learned in addition to the homework sheets given.

EXCURSIONS AND INCURSIONS

Excursions will be held throughout the year to enrich learning experiences related to the themes taught.