

Transdisciplinary Theme

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Who We Are

Central Idea: Making balanced choices enables us to have a healthy lifestyle.

During this Unit of Inquiry, students will have the opportunity to explore what a healthy lifestyle entails and how they can make balanced choices to support their physical, social and emotional selves. Through exploring the Key Concept of responsibility, they will identify the role they have in keeping themselves and others safe and healthy.

Through conducting research, the students will recognise situations and opportunities to promote health, safety and wellbeing. They will examine their own behavior and propose changes they can make to their daily routines at home and at school.

By examining key health messages in the media, students will be supported to recognize the purpose and audience and begin to evaluate their validity. Students will have opportunities to explore the consequences of choices. In groups, they will role-play scenarios and begin to develop strategies to handle situations appropriately.

Concepts

- **Change:** *How is it changing?*
- **Responsibility:** *What is our responsibility?*

Lines of Inquiry

- Physical, social and emotional change.
- Strategies to promote health, safety and wellbeing
- Consequences of choices

Learner Profile

- Balanced

Skills

- Self-management:
 - Healthy lifestyles
- Social skills:
 - Accepting responsibility
- Thinking skills:
 - Evaluation

Numeracy Focus

Throughout the course of this unit, the Grade Three students will be focusing on:

Number & Algebra – Money & Financial Maths:

- Representing money values in multiple ways
- Counting change required for transactions

Number & Algebra – Fractions

- Modelling and representing unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to complete a whole.

Measurement & Geometry- Shape

- Making model of three-dimensional shapes and describing key features.

Statistics and Probability- Chance

- Conducting chance experiments and identifying possible outcomes

Statistics and Probability- Data representation and Interpretation

- Collecting data and organizing into displays using lists, tables, picture graphs and column graphs.
- Interpreting and comparing data displays

Literacy Focus

This unit will see students exploring the following text types:

Writing:

Persuasive texts: Students will develop their understanding of persuasive features by learning how to present their point of view, form arguments and justify their opinions.

Narrative texts:

Through reading rich mentor texts, students will continue to work on the 'word choice' trait to expand their vocabulary. Students will continue to develop their ability to expand and focus their ideas in order to engage an audience.

Reading:

Comprehension strategies including clarifying, inferencing, predicting, questioning, summarising and visualising will be further developed through explicit whole class and reciprocal reading to help build students' understanding of texts.

How the World Works

Central Idea: living things go through and are a part of a cycle of life.

Students were provided with a range of learning experiences to help build their understanding of what constitutes a living thing and how they are categorised based on their observable features. Prior to commencing the unit, students visited a range of habitats which were created in different classrooms. They used a 'See, think, Wonder' thinking tool to record their wonderings inspired by the experience. To deepen their awareness of life cycles, living things and the connection to their environment, students were immersed in a range of stimuli such as images, multimedia and texts. They developed their observation and note-taking skills by conducting experiments and researching the roles of living things in a habitat. By exploring food chains and food webs, students analysed the relationships between animals and how they assist their survival. For the summative assessment, students were able to summarise and represent their findings using diagrams and annotations.