

Term 4, 2023 Weeks 9, 10 & 11	Unit of Inquiry: Science – Chemical Sciences	Co-Curricular Learning Experiences, Events & Important Dates
Teachers: <i>Jenny Fildes</i> <i>Alysha Murton</i> <i>Rachel Slatter</i> <i>Mathew Ridd</i>	<p>Big Question: What has chemistry ever done for you?</p> <p>Lines of Inquiry: What is chemical science and how do we use it in everyday life?</p> <p>What is matter and how can it be classified?</p> <p>How might we change the state of matter?</p> <p>How do we select materials for use based on their properties?</p> <p>How can the scientific process help us better understand the world?</p> <p>What are some every day chemical reactions?</p> <p>Learning Intention: To demonstrate an understanding of how chemistry is useful.</p> <p>Success Criteria: I can identify the role chemistry plays in everyday life.</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> 1. Chemistry. 2. Matter and its states. 3. Properties of materials. 4. Scientific process. <p>Victorian Curriculum links: (VCSSU059), (VCSSU060), (VCSIS065), (VCSIS066), (VCSIS068), (VCSIS070), (VCSIS072), (VCELY256), (VCELY266), (VCMMG140), (VCMSP148), (VCMSP149) and (VCMSP150).</p>	<p>Monday the 2nd of October – Term 4 commences.</p> <p>Tuesday the 7th of November – Melbourne Cup Day (Student-Free Day).</p> <p>Monday the 13th and Tuesday the 14th of November – Year 3 Camp at Oasis Camp</p> <p>Thursday the 16th of November - ‘Crazy Chemicals’ Incursion at BPS with Supreme incursions</p> <p>Friday the 1st of December – Curriculum Day (Student-Free Day).</p> <p>Wednesday the 20th of December - Term 4 concludes at 1:30 PM.</p>
Capabilities	<p>Critical and Creative Thinking Questions and Possibilities: Construct and use open and closed questions for different purposes (VCCCTQ010).</p> <p>Reasoning: Identify and use ‘If, then...’ and ‘what if...’ reasoning (VCCCTR016).</p> <p>Meta-Cognition: Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018).</p> <p>Resilience Project focus: Gratitude, Empathy & Mindfulness.</p>	

Subject Learning Intentions (With links to the Victorian Curriculum)	Specialist Classes Learning Intentions
<p>MATHEMATICS Number and Algebra We are learning to: Recall multiplication facts of two, three, five and ten and related division facts (VCMNA134). Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (VCMNA137).</p> <p>Measurment and Geometry We are learning to: Tell time to the minute and investigate the relationship between units of time (VCMMG141). Make models of three-dimensional objects and describe key features (VCMMG142).</p> <p>ENGLISH Reading We are learning to: Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246). Identify the features of online texts that enhance navigation (VCELA247). Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251). Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254). Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288).</p> <p>Writing We are learning to: Create texts that adapt language features and patterns encountered in literary texts (VCELT265). Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266). Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267).</p> <p>Grammar We are learning to: Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261). Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262). To use capital letters and full stops correctly.</p> <p>Spelling We are learning to: Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249). Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250).</p>	<p>Japanese We are learning to:</p> <ul style="list-style-type: none">• Read all series 3 mini books independently.• To create a mini book to take home to read to family members.• To achieve reading levels.• To use ikana at the beginning of each lesson to check character recognition.• To create Christmas origami. <p>Performing Arts We are learning to:</p> <ul style="list-style-type: none">• Explore and imitate sounds, pitch and rhythm patterns using voice, movement and body percussion and un tuned instruments.• Understand about form in music using examples including ternary form, ostinato, canon, or call and response. <p>Physical Education We are learning to:</p> <ul style="list-style-type: none">• Develop tennis skills.• Demonstrate sportsmanship in active game play.• Hockey skills. <p>Visual Art We are learning to:</p> <ul style="list-style-type: none">• Apply a clear glaze onto our fruit/vegetables.• Display and reflect upon our work.• Showcase our artistic talents learnt throughout the school year.



<p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263).</p> <p>Handwriting We are learning to: Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268). Begin letters at the correct starting point.</p> <p>Speaking and Listening We are learning to: Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271). Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274). Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275). Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276). Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307).</p> <p>DIGITAL TECHNOLOGIES We are learning to: Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (VCDTDS019). Recognise different types of data and explore how the same data can be represented in different ways (VCDTDI020). Collect, access and present different types of data using simple software to create information and solve problems (VCDTDI021). Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols (VCDTDI022). Familiarise ourselves with our Year 3 passwords and understand the importance of keeping these private.</p>	
Assessment & Reflection	
<p>Collection and assessment of student work samples. SWST (where appropriate). Essential Assessments (where appropriate). PAT tests (where appropriate).</p>	