



Unit of Inquiry Parent Overview

Grade: 3

UOI 1: HOW WE ORGANISE OURSELVES

An inquiry into the interconnectedness human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

(Term 1 & 2 – 20 weeks)

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Decisions impact communities	<i>An inquiry into:</i> <ul style="list-style-type: none"> Democratic decision making in communities How active citizens contribute in communities How decisions influence safety in the community and environment 	Function Responsibility	Principled

UOI 2: WHO WE ARE

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.

(Term 1– 10 weeks)

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Our community is shaped by people and events	<i>An inquiry into:</i> <ul style="list-style-type: none"> Identifying the significance of events and symbols to our identity and cultural diversity Reasons for change How historical contributions of people effect change 	Change Causation	Thinkers Reflective Open-Minded

Summative Assessment Tasks

HASS: Civics and Citizenship

Students will inquire into the importance of rules and why we make rules. They will explore people's contributions to communities. Students will propose actions and responses to various scenarios, explaining how decisions are made democratically to ensure fairness and equity.

HASS: History

Students will inquire into a significant event from the past (ANZAC Day). They will use a variety of information sources to answer key questions. Students will explore changes in their local community and the contributions made by the community.

Learning Areas Covered UOI 1

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during this term.

Learning Areas Covered UOI 2

English: Students listen to, read, view and interpret traditional and digital multimodal texts, to understand how language can be used to express feelings and opinions on topics and link and sequence ideas. They construct '3 Star Responses' (answer, justification, evidence) to articulate literal and implied understanding. Students develop reading accuracy and fluency. They will construct a personal response, including writing and images to express information and ideas. Sentence structure, grammar and punctuation, vocabulary and reading comprehension strategies will be developed throughout this unit.

Maths: Students will order and represent natural numbers to 10,000. They will partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students will extend and use single-digit addition and related subtraction facts to model and solve problems. Students will find unknown values in number sentences involving addition and subtraction and will apply knowledge to create algorithms to explore simple patterns. An additional focus will be on angles as measures of turn and will be compared to right angles. Students will estimate and compare measures of duration using formal units of time and develop their knowledge of money by representing money values using coins and notes in different ways.

Civics and Citizenship: Students will develop their understanding of democracy, rules, and decision making. They will explore what it means to be an active citizen through fair play, different points of view, rules and consequences. Additionally, students will inquire into how individuals participate in and contribute to their community.

History: Students will pose questions to inquire into significant historical events. They will explore the significance of these events and how they contribute to culture. Exposure to historical events will allow students to make connections with who they are today. Students will then make connections between people, places, events and history.

Visual Art: This semester students will be focusing on Imagined Worlds and look at ideas of worlds through observing, exploring and creating artworks by using a range of painting, drawing, photography and collage techniques. Students will create a portfolio of artworks.

Dance/Drama: In Dance this term, students will explore significant cultural celebrations and the way dance is used in these celebrations. Students will identify different places they have viewed and experienced dance. The elements of dance will be explored and students will identify how they are used to create meaning. They will be assessed on performing a piece that represents a celebration.

French: In this unit students use language to explore the concept of celebrations and make connections with their own experiences. They will engage with a range of texts about celebrations in French speaking cultures. Furthermore, students will participate in intercultural experiences and reflect on cultural differences in celebrations.

HPE: In health this term students are learning about various interpersonal skills such as cooperation, respect and empathy. In physical education students will be participating in games and sports that focus on the interpersonal skills.

Suggested Parent Involvement

UOI 1	UOI 2
<ul style="list-style-type: none"> Play a game that involves rules (e.g Monopoly) Write a list of communities your family belongs to (e.g sports, cultural, religious) Interview a family member about a community they belong to (ask children to write 5-10 questions that they can ask them) Read some picture books and ask your child to take on the role of summariser. Discuss the main ideas of the text and key points. Encourage students to go out into nature and look for angles in the environment. Draw or take a photo of the things you see and ask them to highlight the angles Have your child estimate and then time how long it takes them to do an activity (e.g, get ready for school, brush their teeth) 	<ul style="list-style-type: none"> Inquire into the history of a specific celebration within a culture. Ask your child to create 3 questions they can use to research Locate some YouTube clips or music to improve your child's wellbeing and mindfulness. Cook a traditional food with your child that is related to a celebration or commemoration (e.g ANZAC cookies) Find some videos or books about different celebrations Ask your child to create a poster about a celebration or commemoration of their choice Learn a traditional cultural dance, song, poem or game with your child Ask children to practise representing money using coins and notes in various ways (e.g, how many ways can you make \$5.00).