

Stage 3

Yearly Overview

Even Year

English

	ENGLISH	Reading	Reading and Viewing (FOR Strategies)	Writing	Grammar	Spelling	Speaking and Listening	ASSESSMENT
Term 1	<p>Australian Authors</p> <p>Anthony Browne Study</p>	<p>Picture Books (Imaginative): *Dandelion: Galvin Scott Davis</p> <p>Picture Books: *Silly Billy: Anthony Browne * Into the Forest: Anthony Browne *Piggybook – Anthony Browne *The Tunnel –Anthony Browne *Voices in the Park: Anthony Browne</p> <p>Teacher/Modelled: * Toppling: Sally Murphy</p>	<p>Formative Assessment</p> <p>Making Connections (5-8)</p> <p>Visualising (9-11)</p> <p>Skim and Scan (5-10)</p> <p>Inferring</p>	<p>Imaginative Texts:Narrative (3 - 8)</p> <p>Persuasive Text: Exposition (9-11)</p>	<p>Simple to Complex Sentences Nouns Adjectives Verbs Adverbs (1-5)</p> <p>Simple to Complex Sentences Pronouns Conjunctions Connectives Tense (5-10)</p>	<p>New Spelling Program – Alliera to send (implemented 2017)</p>	<p>Genius Hour Presentations</p> <p>Mini Assignment Presentation</p>	<p>Reading Assessment to collect data on what strategies to teach and when – Sunday Chutney</p> <p>Pre Writing – Week 2</p> <p>Mid Writing – Week 5/6 Post Writing – Week 8</p> <p>Pre Writing – Week 6 (if needed, otherwise collect data from imaginative post test)</p> <p>Mid Writing – Week 11 (Exposition)</p> <p>PLAN Data – Week 10</p> <p>Programs to Alliera – Week 10</p>
Term 2	<p>Relationships</p> <p>Themes: *Acceptance *Trust *Tolerance *Circumstance *Difference</p>	<p>Picture Books: *Fox: Margaret Wild *Wilfred Gordon McDonald Partridge *Luke’s Way of Looking *The Selfish Giant: Oscar Wilde *Mirror – Jeannie Baker</p> <p>Teacher/Modelled *The Boy in the Striped Pyjamas (1-5)</p> <p>*Boss of the Pool (6-10)</p>	<p>Visualising (1)</p> <p>Predicting (2-5)</p> <p>Monitoring (6-9)</p> <p>Week 10 – Revision</p> <p>Inferring</p>	<p>Persuasive Texts: Exposition (1-3)</p> <p>Persuasive Text Discussion (4-10)</p>	<p>Simple to Complex Sentences Paragraphs Clauses (1-5)</p> <p>Simple to Complex Sentences Contractions Direct/Indirect Speech (6-10)</p>	<p>New Spelling Program (implemented 2017)</p>	<p>NAIDOC Competition</p> <p>Debating</p> <p>Toast Masters</p> <p>Genius Hour Presentations</p> <p>Mini Assignment Presentation</p>	<p>NAPLAN – Week 3</p> <p>Post Writing – Week 3 (Exposition)</p> <p>Mid Writing – Week 7 (Discussion)</p> <p>Post Writing – Week 10 (Discussion)</p> <p>PLAN Data – Week 10</p> <p>Programs to Alliera – Week 10</p>

Term 3	Author Study: Shaun Tan (Great for Inferring)	Shaun Tan Picture Books: <ul style="list-style-type: none"> - The Rabbits - The Lost Thing - The Arrival - Rules of Summer - Memorial 	Summarising (2-5) Questioning (6-9) Week 10 – Revision Inferring	Informative Texts: Explanation (1-5) Informative Texts: Procedure: (6-10)	Similes Metaphors Idioms Personification The Red Tree – Great Text (1-5) Modal Verbs Modal Adverbs (6-10)	New Spelling Program (implemented 2017)	Whole School/COS Public Speaking Competition Genius Hour Presentations Mini Assignment Presentation	Pre Writing Test (if data can not be collected from Post Test – Discussion) - Week 1 Post Writing – Week 5 PLAN Data - Week 5 Mid Assessment – Week 7 (Procedure) Post writing – Week 10 PLAN Data - Week 10 Programs to Alliera - Week 10
Term 4	Poetry Humour: Paul Jennings	Picture Books - Poetry: * The Ghost of Miss Annabelle Spoon *Far Out, Brussel Sprout! *Alright, Vegemite! Modelled/Teacher *Unreal: Paul Jennings OR *Uncanny OR *Unbelievable OR *Unbearable	Explicit teaching of all strategies Inferring	Poetry: Poetic Devices, Writing Different Poetry (1-6) Interpreting Poetry: Focus on inferring Revision of Text Types based on class need. (7-10)	Revision based on class need.	New Spelling Program (implemented 2017)	Poetry Presentation (Madame Tussauds): Invite Parents Genius Hour Presentations Mini Assignment Presentation	Pre writing - Week 1 PLAN Data - Week 5 Post Writing – Week 6 Reports to Alliera - Week 7 PLAN data - Week 10 Programs to Alliera/Simon - Week 10

Stage 3

Yearly Overview

Even Year

	MATHS	History	Geography	SC & T	PD/H/PE		CAPA	ASSESSMENT
					PD/Health	PE		
Term 1	Refer to new Stage 3 Scope and Sequence (Implemented 2017)	<p>The Australian Colonies (HT 3-1, HT 3-2, HT 3-3 HT3-4, HT 3-5)</p> <p>Rich Texts</p> <p>*Tales from outer suburbia</p> <p>*To the Goldfields</p> <p>*My Place – Nadia Wheatley</p> <p>*Beth, The Story of a Child Convict: Mark Wilson</p>		Circuits and Switches ST3-4WS, ST3-7PW	<p>First 6 Days/ES1 Buddies</p> <p>“Bounce Back” program - Resilience (IRS3.11, INS3.3, V2, V3)</p> <p>Taking Action Strand: Safe Living SLS3.13, PSS3.5</p>	<p>Life be in it Strand: Active Lifestyles (ALS3.6 INS3.3)</p> <p>FMS: jump, sprint run, dodge, hop</p> <p>Cross Country, Swimming Carnival (V5, V6)</p>	<p>Visual Arts – Painting</p> <p>Friday CAPA Groups</p>	<p>SENA - Week 2/3</p> <p>Ongoing strategies:</p> <ul style="list-style-type: none"> • Feedback, peer assessment, self-assessment • Observation • Work samples • Photographs/videos • Anecdotal records • Numeracy continuum <p>Formative strategies:</p> <ul style="list-style-type: none"> • Open-ended tasks • Numeracy continuum PLAN • Pre assessments <p>Summative strategies:</p> <ul style="list-style-type: none"> • Numeracy Continuum PLAN • Open-ended tasks • Post assessments <p>Week 10: PLAN Data Entry Due</p>
Term 2	Refer to new Stage 3 Scope and Sequence (Implemented 2017)	<p>The Australian Colonies (HT 3-1, HT 3-2, HT 3-3 HT3-4, HT 3-5)</p> <p>*Lennie the Legend</p> <p>*The Night We Made the Flag</p> <p>*Inside the World of Tom Roberts</p>		Change Detectives ST3--4WS, ST3--12MW	<p>Child Protection</p> <p>Playing My Part Strand: Interpersonal Relationships (IRS3.11)</p> <p>Peer Support</p>	<p>Dance with style Strand: Dance Outcomes: DAS3.7 MOS3.4</p> <p>FMS: gallop, leap, balance</p> <p>Athletics Carnival (V5, V6)</p> <p>Indigenous Games (NAIDOC Week)</p>	<p>Visual Arts - Fibres</p> <p>Dance (DAS 3.1, DAS 3.2, DAS 3.2, DAS 3.3) (DAS 3.7 – PDHPE)</p> <p>Friday CAPA Groups</p>	<p>NAPLAN –Week 3</p> <p>PLAN – Week 5 and 10</p> <p>See Above</p>

<p>Term 3</p>	<p>Refer to new Stage 3 Scope and Sequence (Implemented 2017)</p>		<p>Factors that shape places (GE 3-1, GE3-2, GE3-3, GE3-4)</p> <p>Rich Texts *The Whales Song: Dylan Sheldon</p> <p>*Window – Jeannie Baker</p> <p>*Belonging – Jeannie Baker</p>	<p>Marvellous Micro-Organisms ST3-4WS, ST3-11LW</p>	<p>What’s Happening to Me? Strand: Growth and Development (GDS3.9)</p>	<p>Living the dream Strand: Games and Sports Outcomes: (GSS3.8)</p> <p>FMS: strike, catch</p>	<p>Visual Arts - Printmaking/Sculpture</p> <p>Music (MUS 3.1, MUS 3.2, MUS 3.4)</p> <p>Friday CAPA Groups</p>	<p>PLAN – Week 5 and 10</p> <p>See Above</p>
<p>Term 4</p>	<p>Refer to new Stage 3 Scope and Sequence (Implemented 2017)</p>		<p>Factors that shape places (GE 3-1, GE3-2, GE3-3, GE3-4)</p> <p>Rich Texts: *Where the Forest Meets the Sea: Jeannie Baker</p> <p>*Why I Love Australia: Bronwyn Bancroft</p>	<p>Earthquake Explorers ST3--4WS, ST3-9ES</p>	<p>Making decisions about drugs Strand: Personal health Choices Outcomes: PHS3.12 COS3.1</p>	<p>Games Sense Strand: Games and Sports (GSS3.8)</p> <p>FMS: kick, dodge, sprint run</p>	<p>Visual Arts - Asian Art</p> <p>Drama – Puppetry (Wk 1-5) Movement/Mime (Wk 6-10) (DRAS 3.1, DRAS 3.2, DRAS 3.3, DRAS 3.4)</p> <p>Friday CAPA Groups</p>	<p>SENA – Week 2/3</p> <p>PLAN – Week 5 and 10</p> <p>See Above</p>