The information below is an overview of the National Curriculum units your child will be engaged with during term 3. It also outlines how your child’s performance will be assessed and any assignment or project due dates if relevant.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course outline and assessment information</th>
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| **English** | **Outline:** Students will create and recite a rhyming verse to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.  
**Assessment:**  
- Create and present a rhyme  
- Respond to a rhyming story |
| **Maths** | **Outline:** Through the proficiency strands - Understanding, Fluency, Problem Solving and Reasoning - students have opportunities to develop understandings of:  
- using units of measurement - exploring the duration of a week, sequencing events within a week, directly and indirectly comparing the duration of events, connecting the days of the week to familiar events and actions, directly comparing the mass of objects  
- number and place value - representing quantities; comparing numbers; visualising arrangements to five; matching number names, numerals and quantities; identifying parts within a whole; combining collections; making equal groups; describing the joining process  
- patterns and algebra - identifying patterns and non-patterns; identifying constant change; copying, continuing and describing simple growing patterns  
- data representation and interpretation - generating yes/no questions, identifying and interpreting data collected.  
**Assessment:** A checklist of these mathematical concepts. |
| **Science** | **Outline:** Weather watch  
In this unit, students use sensory experiences to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals.  
The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life. |
### Assessment:

- Students observe the weather and record their observations using weather symbols.
- Students comment on how living things are affected by weather.
- Students do matching activities using clothes to suit the weather.
- Students analyse how shelter and weather affect everyday life and how homes are built to respond to weather conditions.
- Students observe how living things are affected by the weather.
- Students observe how seasonal changes in our environment effect plants.
- Weather watch: Collection of student observation work.

### Outline:

- Distinguish between the past, present and future
- Identify and compare features of objects from the past and present
- Sequence and discuss commemorations that their family recognises

### Assessment:

- Sequence familiar family events on a timeline.
- Sort objects from the past and objects from the present.