Waverley Christian College
Wantirna South

YEAR 3
HANDBOOK

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ART

"If God made the flowers, they are worth painting and writing about. If God made the birds, they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it is worth writing poetry about. It is worth man's while to create works upon the basis of the great works God has already created." Francis A. Schaeffer

OVERVIEW

Students examine how and why artists realise their ideas through different art forms. They select and experiment with different styles, techniques and materials to communicate their observations, ideas, feelings and experiences. Students interpret and respond to God's creation with both imagination and discernment as they develop their capacity for creative expression. They identify and explain choices in art making and the influences of other artists on their artwork. They discuss with their peers the meaning of their own artwork and continue to develop an understanding and appreciation of their own and others' visual artwork. Students will use and observation to create backgrounds and foregrounds, manipulate materials to design, construct and model 3D forms, use and combine different media and build upon their knowledge of the elements of Art. This subject aims to help students understand that God is the supreme artist and to allow them to recognise and develop their own God- given creativity.

TOPICS INCLUDE

- Fine Art: Drawing, Painting, Printing
- 2D and 3D Constructions and Craft: Construction, Collage, Textiles

ASSESSMENT

- Techniques/skills
- Processes to express ideas
- Understanding the purpose of different art forms

"I am sending you Huram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him."
2 Chronicles 2:13-14

BIBLE

"A thorough knowledge of the Bible is worth more than a college education."
Theodore Roosevelt

OVERVIEW
Students develop their understanding that God is trustworthy, and His promises are for all who trust and follow Jesus as their Lord and Saviour. They continue to learn about Bible history from creation to God's ultimate purpose for humanity and continue develop a love for God and His Word. Students are introduced to key biblical concepts and themes, allowing them to explore the Christian faith and to see how it is relevant today. Students discover and explore who Jesus is, focusing on different events in His life which show God's power at work. They are also encouraged to discover for themselves what the Bible says about the contemporary problems people face in today's world.

TOPICS INCLUDE
- The Holy Spirit enables followers of Jesus to live God's way and tell others the good news about Jesus
- Jesus is the fulfillment of all God's promises in the Old Testament
- Jesus is the King of God's kingdom
- Living in God's kingdom

Prerequisites
- Bible

ASSESSMENT
- Class Participation and Discussion

"Consequently, faith comes from hearing the message, and the message is heard through the word about Christ." Romans 10:17

DIGITAL TECHNOLOGIES

"Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion." Wilson da Silva

OVERVIEW

Students learn that technology may be used to express their appreciation and creativity that brings glory to God. Students are trained to navigate the user interface of Mac & Windows, physical port interfaces, logging into the school network, and maintaining and saving data in the Cloud. Students learn good email etiquette and security at an intermediate level, good sitting and work posture while using computers, and touch-typing skills. Students learn how to use presentation software to create slides with information and graphics. Students learn different music genres and audition a band with GarageBand and continue building on their knowledge of programming and coding with ScratchJr and HopScotch.

TOPICS INCLUDE

- Computer Awareness— Parts of a computer (internal and external), port interfaces and human-computer interface devices, logging into the school network, maintaining and saving data
- Emails- good email etiquette and email security (intermediate level)
- Good sitting and work posture
- Domains of Study: OS: Mac OS X 10 and Windows 10, touch-typing: Mavis Beacon, emailing: Microsoft Outlook for Mac 2016, word processing - Microsoft Word, research and presentation: Keynote, music making: Garage Band, programming and coding: programming with iOS apps

ASSESSMENT

- Folio of tasks assigned in class
- Touch-typing scores on Mavis Beacon

"Intelligent people are always ready to learn. Their ears are open for knowledge"
Proverbs 18:15

DRAMA

"You have to understand your best. Your best isn't anyone else's best, but your own. Every person has his own norm. And in that norm, every person is a star. A famous actor could stand on his head and still not be as good as you! Because only you can be you! What a privilege! Nobody can achieve what you can if you do it... So do it! We need your best, your voice, your body. We don't need for you to imitate anybody else, because that wouldn't be your best. And if it isn't your best then it may as well be your worst." Stella Adler 'The Art of Acting'

OVERVIEW

Students explore their world through dramatic learning. Using the elements of drama and story structures, they build on their knowledge of making and responding to prompts through improvisation, process drama, role-play, character development, movement, mime and scripted drama. Students understand that they have been created by a creative God and can give Him glory through the development and use of their individual gifts and talents in Drama. They will collaborate within whole group, small group and individual structures to improvise and devise their own works to present to an audience. The aim of the subject is to help students understand that learning in Drama is multifaceted and is done as both artist and audience, and through making and responding and also to provide opportunities that will enable them to explore and experience a variety of roles and situations which they will initiate and develop. Students will also continue to develop their use of dramatic elements including voice, movement, situation, time, place, and tension, alongside the understanding that their intentions as drama makers are communicated. They will also continue to develop confidence in their ability to use drama terminology, plan, rehearse, perform, compare, and evaluate drama in various forms.

TOPICS INCLUDE

- Group/partner games and purposeful play Freeze frames, Tableaux tasks, scripted works
- Stage craft playmaking, character development, kinaesthetic learning, stage grid, props, set design)
- Performance and drama forms (formal and informal, mime, movement, improvisation, dance, audience engagement)
- Creation and exploration (role, situation, character, moral responses, cultural influences)

ASSESSMENT

- Performance
- Reflection
- Process-focused assessments and checklists

"Having gifts that differ according to the grace given to us, let us use them" Romans 12:6a

ENGLISH

"We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told." Joseph P. Bean

OVERVIEW
Students explore God's intent to use language to learn about Him and communicate their understanding of Him with others. Students listen, read and respond to a variety of texts, working towards becoming balanced readers. Using correct punctuation, grammar and language choices, they create different text types. Students build on their recognition and writing of phonograms. They continue to develop their knowledge of spelling rules, their ability to accurately spell words with regular spelling patterns and decode unknown words. Students listen to others and contribute when taking part in conversations. They use a range of digital resources and deliver oral presentations. The aim is for students to understand how content can be organised using different text structures and how to apply different text processing strategies and skills to understand text and to develop their understanding of how literal and implied meaning connects ideas across the text.

TOPICS INCLUDE
- Writing - variety of text types and genres
- Phonics and spelling
- Grammar - and punctuation
- Handwriting
- Speaking and listening

ASSESSMENT
- Writing samples
- Spelling assessments
- Grammar assessments
- Reading fluency and comprehension assessments
- Oral reading and group discussions
- Oral presentations

"They read from the Book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read." Nehemiah 8:8

HEALTH AND PHYSICAL EDUCATION

"The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God."
Thomas M. Boqdon

OVERVIEW
Students learn a range of fundamental motor skills and movement skills through a wide range of activities. These skills provide the platform for learning sports specific skills throughout their schooling. Students learn that our bodies are a wonderful gift from God and that there are many ways in which we can strengthen, protect and preserve this gift through participating in activities that promote physical fitness and wellbeing. They also examine messages related to health decisions and describe how to help keep themselves and others healthy and safe. This subject aims to develop and use students' personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships as well as to improve social confidence and competence in small and large group activities.

TOPICS INCLUDE
- Aquatics
- Athletics
- Health
- Cross Country
- Sports - Australian Rules Football, Bat Tennis, Hockey, Cricket, Basketball, Soccer, Softball, Rounders

ASSESSMENT
- Class performance - skills, technique, effort
- Beep Test

"Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore, I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize." 1 Corinthians 9:24-27

INTEGRATED STUDIES

"The world is a great book, of which those who never stir from home read only a page."
St. Augustine

OVERVIEW
Students learn how God has created everything with a role, with order and purpose on the Earth. They explore celebrations and commemorations within their communities, and how their local and wider community has and will change over time. By exploring the effects of Earth's rotation on its axis, Earth's matter and changes of state, students have a greater understanding of God's creative ability. They group living things based on observable features and distinguish them from non-living things. Students identify and describe locations, looking at Australia and its neighbouring countries, also identifying similarities and differences in climate. They continue to learn to predict, plan, conduct record, and process and reflect on science experiments, using formal and informal language to communicate their observations and findings. The aim of the subject is to help students to develop an understanding of the vision that science provides of the nature of living things, of the Earth and its place in space as well as to develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world.

TOPICS INCLUDE
- Community, Change and Continuity
- A Rotating Earth
- Celebrations and Remembrance
- Mapping of Places and Spaces
- Jesus is the reason for the season

ASSESSMENT
- Class Assessments
- Projects
- Science Experiment Write-Ups
- Digital Presentations/Assessments

"From one man He made every nation of men that they should inhabit the whole earth; and He determined the times set for them and the exact places where they should live."
Acts 17:26

LIBRARY

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.” Laura Bush

OVERVIEW

Students increase their understanding that it is part of God's plan that people should be able to read, and that one of the ways that God speaks to us is through His written word. Students listen, read, and respond to a variety of books with more complexity and further develop their knowledge on the different parts of various categories of books. They begin to develop skills in research and learn to use a variety of information sources. The aim of this subject is that students can become effective users of library resources and information to further understand God’s wisdom and power.

TOPICS INCLUDE

- Library resources and their organisation
- Text types and their structure
- Author and Illustrator study
- eBooks
- Research skills: questioning, note-taking, keyword searching, Dewey Decimal system, reference books

ASSESSMENT

- Class Activities
- Tests

“Getting wisdom is the wisest thing you can do and whatever else you do, develop good judgement.” Proverbs 4:7 NLT

LANGUAGES: FRENCH

“A man who is ignorant of foreign languages is ignorant of his own.” Johann Goethe

OVERVIEW
Students begin to develop an understanding that language originates from God and to communicate with diverse cultures, it is important to learn the language, developing an understanding that God loves and cares for every culture. Students begin to interact with teachers and each other through action-related talk and play. They identify key words in spoken texts, such as names of people, places or objects, about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. They rely heavily on visual, non-verbal cues such as intonation, gestures and facial expressions to help them make meaning. Students gradually recognise that there are differences and similarities between their own and other’s languages and cultures.

TOPICS INCLUDE
- Greetings and Introductions
- Colours and shapes
- Transport
- School
- Days and months, numbers (0-20)

ASSESSMENT
- Vocabulary tests
- Oral and aural tests
- Role plays
- Written and verbal tasks

“The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other. That is why it was called Babel - because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth”. Genesis 11:6, 7, 9

MATHEMATICS

"God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect." Asa Sparks

OVERVIEW

Students develop an awareness that the number concept began with God and that He cares about the logical order, precision and accuracy of numbers as evidenced in creation. They develop proficiency in mathematical understanding, fluency, problem solving and reasoning. Students develop strategies for estimating, counting on, doubling and identifying patterns. They locate numbers on a number line and explore ways to deconstruct and calculate a variety of number sentences. Students explore ways to solve number problems using efficient strategies. They learn to model fractions and calculate change in simple money transactions. Students measure mass using metric units, create models of 3D objects, and tell time to the nearest minute. They collect, represent and interpret data and create graphs. Students use simple grids and maps, identify symmetry, angles, slides and turns, and conduct chance experiments.

TOPICS INCLUDE

- Number and Algebra: Place value, Ordinal numbers, Fractions, Mental computation strategies, Addition and subtraction with regrouping, Basic number facts, Multiplication and Division
- Statistics and Probability: Graphs, Recording data, Chance
- Measurement and Geometry - Time, Length, Mass, Money, Area, Volume, Capacity, Perimeter, Shape, Symmetry

ASSESSMENT

- Basic Number facts: timed and recorded
- Unit Assessments
- Maths Investigations

"Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows." Luke 12:7

MUSIC

"The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit." Johann Sebastian Bach

OVERVIEW

Students develop skills through playing instruments, reading and analysing a wide variety of music. They develop aural skills by exploring, imitating and recognising musical elements including dynamics, pitch and rhythm patterns. Using pitched instruments such as the keyboard and tuned percussion, students explore and vary instrumental timbres in isolation and combinations, playing softer or louder, faster or slower, solo or tutti and look for patterns in music. Students develop their God-given gifts by increasing their knowledge and skills. They participate in performances, encouraging their peers with respectful and thoughtful observations and feedback and begin to develop confidence to be creative, skillful and informed musicians.

TOPICS INCLUDE

- Keyboard
- Singing
- Boomwhacker composition
- Music appreciation
- Musicianship - theory and aural

ASSESSMENT

- Assessments - Written, Aural, Oral
- Observations
- Performance - Solo, Group
- Self-Assessment and Peer-Assessment

"Praise the Lord. Praise God in His sanctuary; praise Him in His mighty heavens Praise Him for His acts of power; praise Him for His surpassing greatness. Praise Him with the sounding of the trumpet; praise Him with the harp and lyre, Praise Him with tambourine and dancing, praise Him with the strings and flute, Praise Him with the clash of cymbals, praise Him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord."
Psalm 150