****

YEAR 3

UNIT SUMMARY

**ENGLISH:** Language and Literacy: Features, structure and purpose of texts - signs, maps, brochures, posters, maps. Features of informative websites and videos.

**SCIENCE:** Biology: Characteristics of Living and non-living things; Granite Belt. Life cycles, including the life cycle of an endangered animal. Study of soil and plant growth. Pose questions, collect data.



Koala

**HASS:** Geography: Community support of wildlife; climate of Granite Belt. Compare our climate with Papua New Guinea and New Zealand.

**ART:** Visual Arts Planning and creating visual art with a purpose or message. Crisps Art Show Entries.

**ASSESSMENT TASKS are suggested in the unit -** Generic rubric is provided and includes main CDs of the unit.

Baby Spotted-Tailed Quoll

**Note:** Throughout the planning, “endangered” refers to vulnerable and endangered species of the granite belt. Lists of both are available [here](https://wetlandinfo.des.qld.gov.au/wetlands/facts-maps/wildlife/?AreaID=tile-100k-stanthorpe&Kingdom=animals&SpeciesFilter=Native) (animals) and [here](https://wetlandinfo.des.qld.gov.au/wetlands/facts-maps/wildlife/?AreaID=ibra-subregion-stanthorpe-plateau&Kingdom=plants&SpeciesFilter=Native) (plants).

| **Subject/Content Descriptions** | **Teaching and Learning** | **Resources and Vocabulary** | **Notes** |
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| ENGLISH | | | |
| **Language: Text Structure and organisation**  Students describe how texts across the curriculum use different language features and structures relevant to their purpose  [AC9E3LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  **Literacy: Analysing, interpreting and evaluating**  Students identify the audience and purpose of imaginative, informative, and persuasive texts through their use of language features and/or images  [AC9E3LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | **Learning Focus 1**  *We are learning to describe how the different* ***features and structures*** *of texts help to create the* ***purpose*** *of each text.*  Drawing upon prior knowledge, compare an age-appropriate information book with a fiction book. What is the same? What is different? Could the audience be the same for each? What is the purpose of each? Look at the different textual features such as imaginative writing compared to informative writing and language, headings and contents table in the information Book etc. Discuss how these things are linked to the purpose because they are used to help create the purpose for the reader or viewer and to help the reader or viewer to benefit from the text. For example, we use a contents table (structure) to direct us to the specific information we are looking for. We use the description of a character (feature) to build a picture of them in our imagination, and to decide whether we like them or not.  Using the *PowerPoint: The Features, Purpose and Structure of Texts* as the teaching/learning platform, children identify the language features and the structure of some texts, which work together to meet the purpose of the text type.  For example, compare a sign and a poster (that provide information). Ideally choose something related to native animals. How are the language features/presentation different? For example, the sign may display a picture/symbol only, from which we get the message. The poster may have lots of information, set out in small amounts as well as a lot of colours, photographs etc. They are different because the purpose is different. The sign’s purpose may be to warn, get your attention or give 1 piece of information only. Its structure will be eye-catching but simple. The purpose of the poster is providing more information by including features such as text, photographs, tables, text boxes. Its structure will place all the information in a user friendly and attractive way. The sign gives the reader immediate information. Text on a poster can be read slowly, you can skip the parts you are not wanting to know about, you can put the poster on the wall and come back to it whenever you want. heard in advertisements, etc.  Go through the PowerPoint with the students, using as many or a few of the examples that suit the learning. | **Resources:**  Provide student access to a variety of texts which may include fiction, information books, posters, brochures, maps, factual recounts, autobiographies, information reports, procedural texts. Information websites and/or videos related to the unit may be included.  [*https://parks.des.qld.gov.au/parks/girraween?utm\_source=google&utm\_medium=organic&utm\_campaign=gmb&utm\_content=girraween*](https://parks.des.qld.gov.au/parks/girraween?utm_source=google&utm_medium=organic&utm_campaign=gmb&utm_content=girraween)  Girraween website  <https://www.youtube.com/watch?v=fPQPBgVrHv4>  Girraween National Park Video 3m 30s  **Vocabulary:**  Purpose, language, narrative, brochure, sign, map, poster, information, informative, text type, features, structure,  Change text types mentioned here to any that are more appropriate or relevant to the learning in your classroom.  **Resource:**  PowerPoint: The Features, Structure and Purpose of Text Types covers signs, maps, brochures, posters, website and more.  Add/remove information in the PowerPoint to suit your lessons. | The Year 2 unit covers the purpose of text types, so begin with those lessons if required |
|  | **Learning Focus 2**  *We are learning about the features and structure of* ***informative websites and videos*** *and how they use features and structures that best suit their purpose*.  Students work in learning teams. Half of the teams will access the Girraween website and the other half will access the Girraween video. In their teams they discuss and write down the features and structures (the ways they are setup) they discovered. Encourage them to also write down any questions that arise. Then as a whole class they compare the two with the information they have found and explore the questions.  *For example...*  An informational website has features which may include videos, photographs, links, navigational tools. The website has all these features because its purpose is to provide a rich and interesting learning site which allows the learner to choose their own learning path.  An informational video may have a narrator, text, images and moves through the information in a sequence. Its purpose is to provide information for the learner to access from beginning to end. The learner may stop in the middle and view later or go over something, but they do not have as much choice in the way they access the learning as a website gives.  You may extend the discussion as follows:  When is an information website the best resource to use? Why?  When is a YouTube video the best resource to use? Why?  Learning Activity  Using a table or other graphic organiser, students work in pairs or Learning Teams to record the features, structure and purpose of the text types reviewed. This activity could also be a whole class task. An example ...   |  |  |  |  | | --- | --- | --- | --- | | Text Type | Language Features | Structure | Purpose | | Fiction Book | Setting, Style, character descriptions etc, | Introduction Conflict, Resolution Paragraphs  Chapters etc | To entertain, to enter into an imaginary world | | Book about Life Cycles | Informative text photographs diagrams etc | Contents  Index  Glossary  Headings  Text Boxes all provide quick access to specific information | To give information | | Koalas Cross Here Sign | Picture, perhaps brief text | All weather sign, special shape and colour | To warn, alert, give one piece of information | | Recipe for Chocolate Crackles  *Procedure* | Instructions may not be in sentence form. May have photographs | Set out step by step  Short sentences or word groups | To provide instructions for making in a beginning to end sequence | | My Holiday *Recount* | Personal account  May have opinions and facts related to events | Past tense  Sequence of events | To share, retell an event. | | Poster about Bees | May be colourful, pictures or photographs, headings, text,  To be displayed | Presented on a large paper, cardboard or other transportable surface.  Information need not be sequenced | To give information or to instruct or persuade as a large, interesting display that can be put on the wall and read anytime. | | *Girraween website* | Photographsinformative text, videos, links, etc | icons, tabs, search bar  allow quick and easy access to information  Colour, attractive space, easy to navigate | To give information that can be accessed, in a variety of formats, to provide a rich an informative experience. | | *Girraween Video* | Short, visually beautiful | View from beginning to end. Can be replayed | informative and emotive online experience of the park | | <https://parks.des.qld.gov.au/parks/girraween?utm_source=google&utm_medium=organic&utm_campaign=gmb&utm_content=girraween>  Girraween National Park website  <https://www.youtube.com/watch?v=fPQPBgVrHv4>  Girraween National Park video 3m 30s | It may be desirable to move this activity to the beginning of the unit if the knowledge is required when looking at purpose of text ty  At this point you could also introduce or revisit *persuasive text as it appears in text types such as advertisements, posters, etc.*  **\*Links to**  **the following CDs:**  ***English: Language***  **Navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links**  **AC9E2LA05**  **Understand that images add to or multiply the meanings of a text**  **AC9E2LA09** |
| **Language: Text Structure and organisation**  Students identify the purpose of layout features in print and digital texts and the words used for navigation.  [AC9E3LA05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | **Learning Focus 3**  *We are learning more about the features and purpose of digital and print information texts.*  Students, in their Learning Teams of about 4 are given a website related to endangered animals of the granite belt. One team member is the recorder. Students take turns in carrying out the tasks with the support of the rest of the team.  I suggest that the teams work with you to begin with.  Their tasks are to....   * Scroll down the first web page (no clicking on anything yet), looking at what is on there. As a group talk about what this website is about just from looking at this first page (or screen) and the recorder will take some notes. Discuss and record some of the features of this **Home Page** (structure) * Have a look at the top of the page. You may see separated words going across, like Headings. Move the cursor over them but do not click. What happens to the cursor - it changes to a hand. What does that tell you? The word is a **hyperlink** (*structure)* which takes you to new information in another part of the website. This is your Menu (*structure)* * Why is it called a menu? Discuss and record your answer * What is useful about having a menu *(Purpose).* How does it work?   Note: Greenpeace has its menu down left-hand side of the page. Wires has a menu button.  Continue to identify layout features and their purpose in this manner.   * **Search feature** on home page. Try it * How to get back to home page   Find some **hyperlinks,** use them and browse the website. Take notes of interesting findings or thoughts, especially if you discover a new layout feature.   * *Evaluation:* Each learning team gives the website a rating out of 5 (or whatever you choose) with regard to its “user friendliness” The students can set the criteria for user friendliness. Some things to consider - ease of navigating, readability of text for our age group, structural features such as hyperlinks were useful, browsing, finding your way back; colours, headings, the basic design of the website, the structural features kept us on track, etc. * *Presentation:* Each learning team shares their notes and rating. The class can spend some time browsing that website too.   Conclusion: All of these websites share a common purpose. When you investigate (read some of the information and view some of the pictures, videos etc.) can you ...  Understand the purpose?  In learning teams discuss and complete the sentence. The purpose of the ...................... website is to ....................................... Share and discuss.  Repeat the activity using information books if required for learning, although the students should have solid prior knowledge and have demonstrated some understanding in lessons 1 and 2. | **Resources:**  <https://animalsaustralia.org/>  Animals Australia Organisation  <https://www.wilderness.org.au/>  Wilderness Organisation  <https://www.wwf.org.au/#gs.mtzegh>  World Wildlife Fund  <https://www.natureaustralia.org.au/>  Nature Australia  <https://www.greenpeace.org.au/>  Greenpeace  <https://www.wires.org.au/>  Wire  **Vocabulary:** website, scroll, cursor, browse, icons, hyperlink, search button, sidebar, menu, navigate, user friendly, design, layout, criteria, Home Page.  **Vocabulary:**  Compare, comparison, features, characteristics. | Some of the features identified on the Home page may include  Photographs  Videos  Text boxes  Logos  Author(s)  Clearly, all activities go well beyond 1 lesson. Do as little or as much that will give the students the opportunity to be successful learners who can use the structure and features to successfully navigate to the required information.  Peer tutoring within their Learning Teams will greatly support the members. |
| SCIENCE | | | |
| **Biological Sciences**  Students compare characteristics of living things and non-living things and examine the differences between the life cycles of plants and animals.  [*AC9S3U01*](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | **Learning Focus 1**  *We are learning to tell the difference between things that are* ***living, non- living and once living****, by comparing their features/characteristics.*  Ask the students to think about the differences between living and non-living things. What are the features of living things?  After some discussion and a class list, watch the video, then revisit the list of features to refine, using more scientific terms e.g., “reproduce.”  Living things are organisms that  Grow  Breathe (respirate)  React to changes in the environment  Need energy as food  Reproduce  **Note:** In the video the trick question at the end describes a cooked turkey as “living”. Ask the children if they agree. The discussion hopefully will  result in a third category of “once living.”  Have a collection of living, non-living, once living objects and use this as a focus for continuing to compare and classify. Throughout the term students may bring in new, different, interesting objects to add - once they tell the class its classification and why. | **Resources**  [**https://www.youtube.com/watch?v=bWBrusrCmX4**](https://www.youtube.com/watch?v=bWBrusrCmX4)  Living and non-living things for children 3m 36s  *There are more YouTube vids on the subject. This one is comprehensive and short.*  Graphic organiser/s or materials to create posters for classification activities. | An ongoing activity as new objects are introduced. |
|  | **Learning Focus 2**  *We are learning about the* ***life cycles*** *of plants and animals, and we will investigate the differences between animal and plant life cycles.*  Begin with The Circle of Life theme song from The Lion King (optional but your students will love you for it). Use it as a discussion about the stages of life then relate that to Life Cycles.  Work through various life cycles, using the set of life cycles available in the unit, some online examples, and/or the YouTube videos  **Activity 1**  Questions for discussion and possibly further research:   * Why are life cycle diagrams in a circle? * How does a butterfly change dramatically within its life cycle? * How does a frog use land and water during its life cycle? * What is the life cycle of a cat? * What is the life cycle of a koala? * What is the life cycle of a flower?   Encourage students to pose their own life cycle questions. | **Life Cycle Definition:** The series of changes that the plants or animals go through from the beginning of their development to the beginning of the same stage in the next generation.  **Vocabulary:**  A set of *Life Cycle Word Cards Yr 3* is available and can be printed for display. Students will add more vocabulary to the set as the unit progresses, hence the blank cards.  **Resources**  A selection of illustrated life cycles for your use is available as  *Life Cycles Yr 3* They are all Creative Commons images and can be freely used.  **YouTube Resources:**  The Circle of Life link <https://www.youtube.com/watch?v=GibiNy4d4gc>  <https://www.youtube.com/watch?v=PqzF4-w7bG8>  The Life Cycle song  [https://www.youtube.com/watch?v=Pwi-dQ-FMB8](https://www.youtube.com/watch?v=PWi-dQ-FMB8)  The 4 stages of a **butterfly’s** life cycle 8m 10s  Excellent information. (Apologise in advance for some unusual pronunciations.)  <https://www.youtube.com/watch?v=tkFPyue5X3Q>  How does a seed become a plant? 3m 47s  <https://www.youtube.com/watch?v=etGmCvIL014>  Life cycle of the frog 3m 58s |  |
|  | **Learning Focus 3**  *We are researching the life cycle of a* ***local endangered animal.***  **Look at the list of local endangered animals**.  ***Extension:*** Students in Learning team/s can choose from the list and research to construct the life cycle of that living thing as a labelled diagram.  ***Scaffolded:*** Students in Learning Team/s can work on the koala or platypus from the information given, to construct a labelled diagram of the life cycle.  ***Guided:*** Teacher models an endangered animal ‘s life cycle and students reproduce a labelled diagram with support. | **Endangered Definition: “**Endangered” means that there are very few of a certain kind of animal or plant left in the world. They might be in danger of becoming extinct, which means they might not be around anymore. |  |
| **Earth and Space Sciences**  Students compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources.  [AS9S3U02](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAS9S3U02&on=AC&AC=q%3DAS9S3U02%26pageOffset%3D0) | **Learning Focus 1**  *We are learning about* ***different types of soils.***  Watch the YouTube video in which Costa discusses types of soil with students.  From discussion of the video, ensure the following facts have been noted:   * There are many different types of soils. * Some are sandy, clay, rich with compost, etc * Sandy soils do not hold water. It goes straight down and through. * Clay soils hold water, but the water cannot move well through the soil. It just sits there. * Soils that are too sandy will be too dry for some plants * Soils that have too much clay will be too wet for some plants. * We can change and improve soils by adding compost that will let water move through and into the root system * Soils that are mixed with compost will also provide more nutrients to the plants. | **Resources:**  <https://www.youtube.com/watch?v=7r_0jtWCxok&list=PLZsEowe0J9jxd_H7TlOTXYKGWVJBHxWt9&index=8>  Junior Landcare “Learn about Soil” YouTube video with Costa 5m 45s |  |
| **Science as Human Endeavour**  Students examine how people use data to develop scientific explanations  [*AC9S3H01*](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | **Learning Focus 2**  *We are conducting an experiment to compare which soils are the best for growing a plant through its life cycle.*  As a class we are going to **test** the information from Costa.  With support students construct criteria (or given by teacher) to be used when comparing their soil samples. Some of the following will be included:   * Describe each sample in terms of sandy or clay. * What else can be seen each sample besides soil? * How well does water move freely through each soil sample? (How will you find out?) * What can be done to improve soils? (Recall from video and discussion) * How will we know if our soil sample needs improving?   Decide how you will gather the information about our soil samples- by observation, by adding water to the soil, by touch, sieving, thinking about where the soil was located, etc.  Most importantly, we will need to grow something each soil sample to see which soils grow plants the best.  **Activity: Scientific Experiment**  In Learning Teams, students investigate a number of soil samples, which can be placed in paper cups or bowls. They fill out their observations into a table (example provided), for sharing and discussion in a subsequent lesson.  It is suggested that each Learning Team undertake a different sample for each member. They can then compare the different results within their team.  Explain the term “hypothesis”. Scientists begin with a hypothesis and then test it.  Students develop a hypothesis to be tested. For example ...  **Seeds grow better in certain soils. They will not do well in other types of soils.**  **This is our HYPOTHESIS.**  **We need to TEST it, just as all scientists need to do.**  In this experiment you will be scientists / biologists.  Worksheets have been constructed for your use. Change the hypothesis, headings, etc to reflect your class’s thinking and working.  **Equipment**   * As a class make a list of equipment needed. * In Learning Teams or Pairs, students pot up seeds using the different soils under investigation. More than 1 seed per pot may be planted. * As teacher you may decide to discuss the addition of possible variables. * Students decide how they will **measure** the growth. If necessary, make appropriate changes to Workbook.   In their workbook, students **predict** what will happen with the seeds in the soil they are caring for.  Predictions will be made from the hypothesis and is the next step in working scientifically.  Students provide the same water and sunlight (constants) and each week (or nominated period of time) monitor progress as illustration and notes. Discussion and observations are ongoing until the agreed upon time has passed. | A collection of soils from various local areas e.g., playground, school garden, sand pit, seed raising soil, student homes. You want a variety including samples of well mulched/quality garden soil.  **Vocabulary:**  Scientist; Biologist; hypothesis; prediction; equipment; compare; comparison; experiment; results; conclusion.  **Resources:**  ***Equipment ideas***   * **Milk cartons** make great sustainable pots). * **Bean seeds** make a good subject for the experiment. Put them in damp soil, then wait a couple of days before watering. * **Possible soil subjects:** sand, clay, improved sand, seed raising mix, improved clay, garden or playground soil and rich fertile soil. More than 1 of each is a good idea for comparison. * **Measuring devices**   **Worksheets** which can be stapled as 1 workbook per student. | Any artwork related to the Crisps Art Show theme of biodiversity may be entered - from drawings to 3D pieces.  (Term 3) |
| **MATHS****Statistics**Students acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods[AC9M3ST01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/mathematics/year-2_year-3/content-description?subject-identifier=MATMATY3&content-description-code=AC9M3ST01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | In their workbook, students **predict** what will happen with the seeds in the soil they are caring for.  Predictions will be made from the hypothesis and is the next step in working scientifically.  Students provide the same water and sunlight (constants) and each week (or nominated period of time) monitor progress as illustration and notes. Discussion and observations are ongoing until the agreed upon time has passed.  **Comparison of results.**  Students choose another from their learning team who has used a different soil type.  Each student records the results in their workbooks.  Share ideas and observations with all of your learning Team in prep for class discussion.  Class discussion: Have we enough evidence to show that our hypothesis was right? Why? Why not?  What do we now know from our evidence?  **Conclusion: (in workbook)**  We have tested our hypothesis. Was it correct? Why or why not?  **Seeds DO / DO NOT grow better in some soils than in others.**  **This is true because .......................**  The work completed by student may be used for assessment. | The students may decide to keep the healthy plants and continue to observe and record growth and life cycle. |  |
| **Questioning and Predicting**  Students pose questions to explore observed patterns and relationships and make predictions based on observations  [AC9S3I01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | **Learning Focus 3**  *We will ask questions, make predictions, and share information to explore soil in local natural environments.*  *Encourage students throughout to come up with and share their own questions that will help us to go deeper with our understandings*.  With a partner (or in Learning Teams) discuss  What is a “natural environment”.  Write down any questions you need to ask to help you with your thinking  Write up the questions and add any of your own.  For example:  Is the golf course a natural environment?  What makes a place be a natural environment?  Can an environment be partly natural?  Can a natural environment be created?  As a class, write your own definition of “natural environment.”  **List some natural environments in our local area.**  Creeks  National Parks  Bushland  Mountains  **Explain,** *with examples of healthy natural systems:* A natural environment is created to look after itself. All the animals, plants, soils, natural features work together so that everything has whatever they need to survive (BIODIVERSITY). We can study the connections and relationships. If they are all healthy then the biodiversity of this environment is healthy.  **Ask:** What can **threaten or break down connections** **and relationships.** Read one of Jackie French’s Picture Books. *The Fire Wombat* best depicts the plight of native animals. Allow for discussion.  **List:**  Fire  Floods  Drought  Human development - trees cut down etc.  Loss of animals  **Lesson 2**  *We identify the patterns and relationships between* ***the soils*** *and the rest of the natural environment. We* ***predict*** *what may happen if the soil becomes unhealthy.*  Refer to the list from the previous lesson.  How could these threats affect the soil? Students give examples e.g.  A drought would dry out the soil. No moisture for plants to grow.  A flood could wash away the soil and the compost from leaves etc. “erosion”  Fire leaves ash which changes the soil.  Mining (a good local example. Mining in the creek beds has changed the creek bed soil over time).  Cutting down trees would weaken the soil. It will not be as healthy, and it could erode.  Erosion is a big threat - caused by drought, flood or loss of vegetation through clearing or fire.  <https://www.youtube.com/watch?v=im4HVXMGI68>  **Erosion and soil - experiment**  Show the benefits of plants in the environment and how they bind the soil and the water so that erosion does not occur. The relationship between plants and soil is incredibly important for biodiversity.  Note: there are times when he asks a question. Stop the video and give students time to predict outcomes.  You could try this experiment with the class! It is wet and dirty. What could possibly go wrong!?  So how can the change in the soil affect the biodiversity in that natural environment?  Model a scenario using an organiser that shows relationships. (see example in Resources folder). Students in Learning Teams, or with a partner create their own models and scenarios. (Scaffold and guide as required). The models can be displayed on the wall, or into their workbooks.  **Conclusion:**  **The health of the soil will affect the biodiversity of a natural environment.** | **Natural Environment Definition:**  The ***natural environment*** consists of land-based ecosystems such as grasslands and forests, aquatic ecosystems such as rivers and wetlands, and coastal and marine ecosystems such as mangroves and sea-grass meadows.  **Biodiversity Definition:**  ***Biodiversity* is the variety of all living things on Earth, including plants, animals and microorganisms. It means that there are many different types of living things in the world and they all play an important role in keeping our planet healthy.**  [https://www.youtube.com/watch?v=Ewan2YcodSM](https://www.youtube.com/watch?v=EWan2YcodSM)  Australian Natural Environments  **Vocabulary:** healthy, system, connection, relationship, biodiversity, natural environment, threaten, threats, fire, flood, drought, human, development  **Resources:**  **“***Fire*” “*Flood*” “*Drought*” and “*The Fire Wombat”*  Picture Books by Jackie French  Highly recommended and will lead to deep classroom discussions.  <https://www.youtube.com/watch?v=MUSCZaGTHG4>  Flood by Jackie French  <https://www.youtube.com/watch?v=neus8WC6JWc>  Fire by Jackie French  <https://www.youtube.com/results?sp=mAEB&search_query=the+fire+wombat>  The Fire Wombat by Jackie French  Example of modelled scenario in Resources folder. | I have included YouTube readings of these books if you cannot access them, but nothing beats having the book available to the students in the classroom. |
|  | **Learning Focus 4**  *We think of ideas for our community and ourselves that will help to protect natural environments.*  **Ask:** What can we do to help protect natural  environments on the Granite Belt?  Students discuss in their Learning Teams and share their ideas, some of which may include.   * The local area needs to have a plan for decreasing the impact of natural disasters (controlled burning, etc) * Never remove anything from the natural environment that is meant to be there. * Identify natural environments that should not be disturbed by humans e.g., tree clearing. * Make sure our pets are not going into natural environments without supervision. * “Tread lightly on the earth.” Always respect natural environments when you are visiting them. * Plant more native trees in our own gardens. Create some natural environments on our own land. * Learn more about our local natural environments   **Note:** Discuss at some point the National Parks in the area. That is land that will never be developed and is protected. There are rules we abide when we visit. Explore the Girraween website, list and discuss the rules.  Discuss some of the above points as they would relate to  National Parks  Local creeks  Bushland  **Extension activity:**  **Investigate:** Who creates natural disaster plans  for our area? Are we able to view them?  **Optional Activity:**  Invite someone from the Rural Fire Brigade or a local councillor to talk to the class about local Action Plans in the event of a Natural Disaster. |  |  |
| HASS Sub-strand GEOGRAPHY | | | |
| Students identify the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features.  [AC9HS3K05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/hass-f-6/year-3/content-description?subject-identifier=HASHASY3&content-description-code=AC9HS3K05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | **Learning Focus 1**  *We identify the location of the* ***Granite Belt*** *and locate neighbouring landmarks and significant natural and managed places on the Granite Belt.*  Using (ideally) a class set of atlases, students find a map of Australia showing the states, locate Stanthorpe and identify the Granite Belt region (from Dalveen to Wallangarra).  Ensure that the students have a sense of where Stanthorpe sits within the Granite Belt and from Warwick, Brisbane, the coast etc. Use directional terminology and encourage students to do the same. Play a What Am I? game e.g.  What am I?  I am about 8okm north of Stanthorpe and I am a large town (Warwick).  ***Other ideas***   * *Have a large blank map of Australia and/or The Granite Belt on the wall. Fill in locations of towns, rivers, mountains as they are discussed in the lessons. Students have their own maps in their workbooks and can add new landmarks to it as learning progresses.* * *Students (outside) make a map of major landmarks with their bodies to establish direction and distance. For example, a student is Stanthorpe. A second student represents Warwick, 80kms North (discuss scale). Position the NSW border, Toowoomba, Brisbane and any other features in the same way.* | **Definition: Granite Belt region**  The Granite Belt region is located in the southern part of Queensland, Australia. It is situated in the Great Dividing Range and stretches from the New South Wales border in the south to the towns of Stanthorpe and Texas in the north. The region is bounded by the Darling Downs to the west and the Scenic Rim to the east. It is roughly defined by the towns of Stanthorpe, Tenterfield, Texas, and Warwick, and it encompasses the Girraween and Bald Rock national parks, as well as many other smaller towns and villages.  ***Opinions may vary as to where the Granite Belt Region begins and ends. For our purposes and to simplify things this unit will consider an area from Dalveen to Wallangarra.***  **Vocabulary:**  Directional language, mapping/ atlas language e.g., scale. Names of landmarks e.g., Severn River.  **Resources:**  Maps, atlases.  There are good regional maps in local tourist brochures. | **Possible questions from the groups:**  What is Granite?  What is a Belt?  Why do we have a different name for our area?  You can expand on this part of the unit and follow a number of related topics other than those developed in this unit. For example, a deeper dive into the rocks and minerals of the area  links very well with the earlier Science CD ...  ***CD Link:***  ***Earth and Space Sciences***  *Students compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources.*  *AS9S3U02* |
|  | L**earning Focus 2**  **We understand why this region is named The Granite Belt.**  **Ask: Why do you think this region is called the Granite Belt?** You may have knowledge from family members, or you may have read something or learned something about it in school. Or you may be able to make a clever guess just be looking at the name.  In pairs students brainstorm and record their thinking. (5 mins).  **Ask:** What questions could you ask that will help you with your answer? Record them too. (A couple of minutes)  Students then combine with another pair to discuss and share thinking and questions. They may record any new thinking onto their sheet.  Come together as a class and share questions first. Together answer the questions and give time for the groups of 4 to add new information.  Create a class explanation for this region being named as “The Granite Belt” with teacher input and explanation of terms as required.  You may extend this with the definition being the beginning of a class display on The Granite Belt, which can be created as the unit continues.  Send some time listening to stories and information related to the name “Granite Belt” from the children. Some of them may like to type these up and publish on the “Granite Belt “display.  Students can add to the display with samples of granite and other rocks/minerals.  Discuss natural features of the Granite - those that are left wild, such as bushland areas, local creeks etc. and those that are managed, such as Girraween, Quart Pot Creek walking tracks, etc. Some are a combination - the golf course. Discuss how the wildlife would interact in these different areas e.g., kangaroos on the golf course keep to the bushland when the course is busy. | **Definition: Granite Belt**  The Granite Belt is a region that gets its name from the type of rock found in the area, which is granite. It is not clear who named the region specifically, but it is likely that the name came about due to the prevalence of granite in the area.  **Definition: Granite**  Granite is a type of rock that is formed deep beneath the earth's surface, and it is made up of a variety of minerals including feldspar, quartz and mica. As the granite cooled and solidified, it was pushed up to the surface by the tectonic activity and erosion over time exposed the granite rock.  **Definition: Belt:** A strip of land that is different in some way from the land around it. A belt can be defined by its natural features, like a mountain range, or by human-made features like a road or a railway. It can also refer to an area of activity or interest like a mining belt, agricultural belt and so on. It can also describe as a band of a specific type of rock, soil, climate, or other natural feature that stretches across an area. This is the case of the Granite Belt region, which is defined by the presence of granite rock. | As we know, students enjoy talking and learning about their local area. There will be a time for story sharing in lesson 2 |
|  | **Learning Focus 3:**  *We identify the* ***climate type*** *of the Granite Belt and find another place in Australia and in a neighbouring country that has a climate similar to the Granite Belt.*  Use map of Australian climate regions in atlases or online.  Compare the Granite belt area (temperate) to the rest of Queensland. (Tropical and sub-tropical).  Locate familiar places such as Brisbane, Qld coast, other places that may be familiar to individual students, etc and discuss the differences some may have experienced compared to the Granite Belt.  For example:   * Brisbane is hotter and far more humid in the Summer. * Brisbane winters are not as cold. * On the Granite belt we have frosts in winter and occasionally, snow.   **Ask:** Why is this area so different? Why does it get so much colder?  Students will probably know that it is because we are higher than the rest of Queensland. Use a Physical map to illustrate and discuss, comparing altitudes of our area and others in Queensland. The new England range, of which the Granite Belt is a part, is higher than any other parts of the Great Dividing rRnge in Queensland. (Ensure students can interpret the colours by reading the key)  Together find some other places in NSW and other parts of Australia that have a similar climate to ours.  **Ask:** What neighbouring country might have some areas with climate the same as the Granite Belt -  Look at the climate map of our neighbouring country. Papua New Guinea. Compare that with The Granite Belt.  Repeat the process with New Zealand. Locate regions and towns that would have a similar climate to the Granite Belt.  Discuss reasons why New Zealand, and not Papua New Guinea has a similar climate to the Granite Belt, which might mean a brief explanation of not only altitude but also distance from the equator.  **Ask:** What kinds of animals would be affected by our colder winters and cooler summers.   * Not all species of reptiles can cope with our winters. * Animals that burrow, live in holes, or live in tree hollows will do best in our climate. * Animals with warm coats will be suited to our climate. * Not all birds can live in our climate.   Find examples of animals that live in a hot Northern Queensland climate and compare to the animals we find in our region. Students may record as a comparison table and brief explanation of the differences. See example in Resources Folder | Papua New Guinea has a **hot, humid tropical climate** which is experienced all year round. The country experiences two distinctive seasons: wet (December – March) and dry (June – September). The average monthly rainfall ranges between 250 – 350 mm and average temperature is between 26 - 28°C.  New Zealand's climate is complex and varies from **warm subtropical in the far north to cool temperate climates in the far south, with severe alpine conditions in the mountainous areas**.  <https://www.wettropics.gov.au/plants-animals>  Animals of the wet tropics  Animals of the cool temperate environments of Australia include **ringtail possums, pademelons, spotted tailed quolls, and the dusky antechinus, tree frogs, rosellas and black currawongs**. |  |
| VISUAL ARTS | | | |
| **Creating and making**  Students use visual conventions, visual arts processes, and materials to create artworks that communicate ideas, perspectives and/or meaning | ***Any 2D work of art on the theme of local biodiversity and endangered animals is acceptable for entry into the Crisps’ Art Show. Further details should be available at your school.***  **Option 1**  Drawing on some of the topics covered in this unit, that focus on our local wildlife, students consider one that they would like to express **persuasively** in artwork. Topics could include  Life Cycles  Biodiversity  Local natural environments  A particular local native animal or plant  Soil  The school ambassador. The creature it represents is endangered. Use persuasive artwork to convince the community to do more to protect this creature.  The students mind maps some ideas that link to their topic to explore multiple possibilities such as “what do I already know about this?” “What are my questions about this?” What do I want to tell other people about this?  **Assist the children as they explore the purpose of their artwork.**  Do they want to persuade people in the community to protect our wildlife?  Do they want to communicate a message about local endangered animals?  Is their purpose to warn everyone about the dangers of natural disasters to our local natural environments?  Do they want to encourage people to protect local natural environments?  Do they want to express the beauty of local natural environments?  Do they want to illustrate the connections and relationships in a natural environment that need to stay healthy?  The students decide on a format that will best display their artwork and its purpose. Examples ...  Poster  Brochure  A3 picture  They document their reasons for selection of their format, as well as the purpose behind their artwork.  Once any other criteria determined by teacher and/or students have been fulfilled, the students are ready to produce their piece.  **The final product can be entered into the Crisps art show, while the whole process may be considered as an assessment piece.**  **Option 2**  You may prefer to begin the artwork earlier in the term in which case the focus would be on earlier Science and Geography topics, possibly teacher’s choice. | Note **English lessons** which will support the persuasive elements of the artwork, located after this section  **Alternative Approaches:** The class chooses one topic to explore and mind map together.  Students work in pairs or Learning teams for this stage. |  |
| ENGLISH | | | |
| **Literacy: Analysing, interpreting and evaluating**  Students identify the audience and purpose of imaginative, informative, and persuasive texts through their use of language features and/or images  [AC9E3LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | **Learning Focus 1**  *We are identifying* ***persuasive texts*** *and the language and images used to* ***persuade*** *an* ***audience***  ***This lesson will complement discussions as students plan their artwork.***  Discuss some familiar home situations where students want to talk their parent or care giver into something e.g., to stay up later; have a friend for a sleep over, more pocket money.  What do you say? What do you do?  Make a list with the students of the persuasive language they might use in these situations.  Have any strategies worked very well? What and why?  Explain that their artwork will be on show for anyone in the local community to view. You are the artist and you want to persuade the audience to understand the importance of what you are saying, so that our wildlife will be protected.  Once the students have chosen the subject of their artwork, assist them in articulating the purpose. What is it that you want people to know and understand?  Discuss persuasive language as the students may use at home, and the kind of language features that could be added to your artwork. Also discuss persuasive images, perhaps those that show the result of a natural disaster, or the result of too much land clearing. A biodiversity web that has broken down because a vital connection or relationship has been destroyed also provides a persuasive context. |  |  |