

Year Three Overview of Learning



Term Three Overview 2017

Inclusiveness-Everyone Belongs
Forgiveness-Everyone Makes Mistakes
Service-Use Your Power Well
Attentiveness-See God in Every Moment
Courage-Stand Up For What is Right
Loyalty-Speak Well of Others
Personal Best-Let Your Light Shine

The values imbedded in the Gospel of St Luke underpin our daily practices in Year Three. In attempting to follow, use and live these values, we strive to create an environment that is reflective of the life Jesus lived on Earth, a life we hope to emulate.

Religious Education

STRENGTHENED BY THE SPIRIT (CONFIRMATION)

Always doing what is right is a challenge most people struggle with at times. Selfishness, racist attitudes, tendencies to be judgemental, jealousy, greed – these are examples of common tendencies that lead us at times to do wrong. Collectively, these tendencies are referred to as human sinfulness.

To empower them to rise above this sinfulness, and increasingly to do what is right, Jesus shares the Holy Spirit with his followers. The special strength of this Spirit is received through the Sacrament of Confirmation.

The next Religious Education unit to be studied in Year Three begins with wondering, at the child's level of understanding, about the human experience of making moral choices. This leads people to wonder at the God who created within people the ability to choose what is right and to celebrate what has been revealed about God: that God is good.

The unit then explores ways in which Jesus chose always to do what is right. It then focuses upon Jesus' promise of the Holy Spirit to strengthen his followers.

The second theme of the unit introduces the children to how the Holy Spirit strengthened John the Baptist and how Catholics today receive this special strength of the Holy Spirit through the Sacrament of Confirmation.

Finally, the unit explores ways in which the Spirit empowers Christians to live God's Commandments.

You could help nurture the faith of your child during this unit by, for example:

- encouraging them to reflect upon the good moral choices (choices to do what is right) they have made
- encouraging them to help younger family members or friends think about right and wrong choices
- sharing with them times you felt strengthened by the Holy Spirit to do what was right when it was not easy to do (provided the examples can be understood by children)
- talking with them about the Two Great Commandments of Jesus
[Luke 10:27; Matthew 22:39]
- inviting them to share with you stories of the Holy Spirit strengthening John the Baptist
[Matthew 3:1-12]
- sharing with them memories, photos, certificates from your own Confirmation or the Confirmation of other family members, friends, etc.
- encouraging them to pray for the help the Holy Spirit wants to give them when they do not find it easy to do what is right
- helping them take personal responsibility for completion of homework, family chores, etc.



STRENGTHENED BY THE SPIRIT (CONFIRMATION)

Learning Outcomes

WONDERING AT THE CREATOR OF THE ABILITY TO CHOOSE WHAT IS RIGHT

Wondering at the ability to choose what is right

State examples of good moral choices.

Illustrate ways in which people live out the two Great Commandments of Jesus.

Memorise the definition of sin.

Wondering at the Creator of the ability to choose what is right

Express wonder at God who created in people the ability to choose what is right.

Attribute: God is Good

Celebrate that God is good.

THE PROMISE OF CHRISTIAN SALVATION

Jesus always chose to do what is right

Identify ways Jesus always chose to do what is right.

Jesus promised the Holy Spirit to strengthen people to do what is right

Describe ways the Holy Spirit, as promised by Jesus, strengthens people to do what is right.



CHRISTIAN RESPONSE

Christians celebrate stories of how the Holy Spirit strengthens

Identify how the Holy Spirit strengthened John the Baptist.

Catholics receive the special strength of the Holy Spirit through Confirmation

State the sacrament through which Catholics receive the special strength of the Holy Spirit.

The Holy Spirit helps Christians to do what is right

Identify situations where, with the Holy Spirit's help, people can do good by following the Commandments.

Continuing to wonder at how the Holy Spirit helps people to choose what is right like Mary and John the Baptist

Review and express the main ideas of the unit.

CHRISTIAN CONSCIENCE (PENANCE)

Within the core of every human being is a conscience. Within their conscience, all can hear the echoes of God's voice calling them to love and to do good, and to avoid doing what is wrong.

Many people today do not appreciate the importance of their conscience. As a result, they fail to develop them. They find it difficult to recognise God's guiding voice through life's challenges, questions and problems.

Many children in the class will be making their First Reconciliation this year. This Religious Education unit is one way the school assists parents prepare their children for the celebration of this sacrament.

The unit begins with wondering at the human experience of conscience, in which God stirs thoughts and feelings that help people want to do what is loving and good. All who wonder at the marvel of their consciences tend to wonder in turn at God the Creator of conscience, and to celebrate what can be discovered about God through conscience: that God loves all people.

The unit then explores ways in which Jesus showed how to follow conscience through his own thoughts and feelings.

The second theme of the unit introduces to the children preparing for their First Reconciliation, the steps and elements in the First and Second Rites of this sacrament.

Finally, the unit explores ways in which Christians are called to examine their consciences.

You could help your child during this unit by, for example:

- sharing with them your own loving and good thoughts
- wondering with them about God who is the Creator of conscience
- role playing with your child the steps in the Rite of Reconciliation
- sharing with them stories in which Jesus forgave people their sins:
 - the good thief [Luke 23:42-43]
 - those who killed him [Luke 23:33-34]
- praying with them prayers of sorrow, for example:
 - O my God, I am very sorry that I have sinned against you, because you are so good, and with the help of your grace I will not sin again.

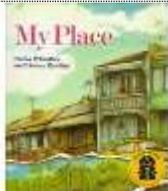


CHRISTIAN CONSCIENCE (PENANCE)

Learning Outcomes

<p>A WONDERING AT THE CREATOR OF THE YEARNING TO DO GOOD</p> <p>Wondering at conscience States examples of people doing what is good and loving. Writes examples of loving and good thoughts stirred by God. Identifies feelings that can lead people to love and do good. Classifies actions 'right' or 'wrong' according to whether the actions obey or disobey Jesus' Commandments.</p> <p>Wondering at the Creator of conscience States wonder questions about God the Creator of conscience.</p> <p>Attribute: God loves all people Celebrates that God loves all people.</p>	<p>THE PROMISE OF CHRISTIAN SALVATION</p> <p>Jesus showed how to follow conscience Illustrates ways Jesus listened to his conscience through his thoughts and feelings.</p> <p>Jesus helps his followers through Reconciliation to hear conscience Explores and represents Gospel stories that show Jesus wants to forgive everyone their sins and gave this power to the leaders of his Church.</p> <p>Expresses what the world would be like if everyone responded to God's personal call to love and to do good</p>	<p>CHRISTIAN RESPONSE</p> <p>Catholics celebrate the Rite of Reconciliation Describes the steps and elements in the First Rite of Reconciliation.</p> <p>OR</p> <p>Describes the steps and elements in the Second Rite of Reconciliation.</p> <p>Christians recall the meaning of sin Recalls the meaning of sin.</p> <p>Catholics examine their consciences before Reconciliation Begins to understand the basic steps of an examination of conscience.</p> <p>Continuing to wonder at conscience Reviews and expresses the main ideas of the unit.</p>
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English



Term Text Focus-My Place by Nadia Wheatley and Donna Rawlins
Family and community, Lifestyle, and Technologies

Reading Week 1				
Weekly reading focus for guided reading Finding word meaning in text	Letter/Sound Work ear	Grammar/sentence punctuation Paragraphs and sentences	Comprehension of class text-a variety of texts Reading a description	Comprehension of class text 1988 and 1978 My Place
Writing Week 1				
Letter/Sound Work ear (near) Handwriting-joined letters	Grammar Common nouns Proper nouns	Word work ful/fully (hope- hopeful, hopefully)	Sentence Punctuation Revise capital letters, full stops, exclamation marks and commas.	Writing: Based on Viewing and Research Compare-Similar but Different
Reading Week 2				
Weekly reading focus for guided reading Finding word meaning in text	Letter/Sound Work alk (walk)	Grammar/sentence punctuation Language devices	Comprehension of class text-a variety of texts Report Reading	Comprehension of class text 1968 and 1958 My Place
Writing Week 2				
Letter/Sound Work alk (walk) Handwriting-joined letters	Grammar Adjectives	Word work 'fill', 'till' and 'all' drop the 'i' eg musical, hopeful Compound Words	Sentence Punctuation Comma use-clauses	Writing: Based on Viewing and Reading Character profile Short story. Compare and contrast
Reading Week 3				
Weekly reading focus for guided reading Drawing conclusions and making inferences	Letter/Sound Work oar (roar) oor (poor) ore (more) our (court)	Grammar/sentence punctuation Simple Sentences	Comprehension of class text-a variety of texts Narrative Reading	Comprehension of class text 1948 and 1938 My Place
Writing Week 3				
Letter/Sound Work oar (roar) oor (poor) ore (more) our (court) Handwriting-joined letters	Grammar Verbs and Adverbs	Word work When adding 'full' to the end of words, one 'i' is always dropped Homophones	Sentence Punctuation Questions and question marks	Writing: Based on Viewing and Reading of My Place: Persuasive Text
Reading Week 4				
Weekly reading focus for guided reading Drawing conclusions and making inferences	Letter/Sound Work ould (would)	Grammar/sentence punctuation Creating Longer sentences	Comprehension of class text-a variety of texts Report reading	Comprehension of class text 1928 and 1918 My Place

Writing Week 4				
Letter/Sound Work ould (would) Handwriting-joined letters	Grammar Relating verbs	Word work Long vowel words (not ending with a silent 'e') just add ing or ed <i>If a word ends in a silent 'e' drop the 'e' before adding ing or ed</i> Synonyms and Antonyms	Sentence Punctuation Exclamation marks	Writing: Based on Viewing and Reading of My Place: Character profile Analysing characters
Reading Week 5				
Weekly reading focus for guided reading Distinguishing between fact and opinion	Letter/Sound Work be- (beware)	Grammar/sentence punctuation Subject/verb agreement	Comprehension of class text-a variety of texts Table of Contents	Comprehension of class text 1908 and 1898 My Place
Writing Week 5				
Letter/Sound Work be- (beware) Handwriting-joined letters	Grammar Verb Tenses	Word work When a word ends in a consonant and a 'y', change the 'y' to an 'i' before adding ed, er, est, ly, ness, ous	Sentence Punctuation Use of apostrophe for ownership /possession	Writing: Based on Viewing and Reading of My Place: Procedure writing Diary entry
Reading Week 6				
Weekly reading focus for guided reading Distinguishing between fact and opinion	Letter/Sound Work be- (beware) ble (grumble) dle (candle) fle (raffle) gle (jingle) kle (twinkle) ple (simple) tle (beetle) zle (razzle)	Grammar/sentence punctuation Exclamations	Comprehension of class text-a variety of texts Narrative reading	Comprehension of class text 1888, 1878 and 1868 My Place
Writing Week 6				
Letter/Sound Work be- (beware) ble (grumble) dle (candle) fle (raffle) gle (jingle) kle (twinkle) ple (simple) tle (beetle) zle (razzle) Handwriting-joined letters	Grammar Synonyms	Word work Rhyming words	Sentence Punctuation Speech Marks	Writing: Based on Viewing and Reading of My Place: Predicting Procedure
Reading Week 7				
Weekly reading focus for guided reading Identifying Author's Purpose	Letter/Sound Work ey as 'ee' (key, monkey) y as 'ee' (tidy, Poppy)	Grammar/sentence punctuation Reading Appreciation	Comprehension of class text-a variety of texts Report reading	Comprehension of class text 1858 and 1848 My Place
Writing Week 7				
Letter/Sound Work ey as 'ee' (key, monkey) y as 'ee' (tidy, Poppy) Syllabic spelling Handwriting-joined letters	Grammar Prefixes and suffixes	Word work 'i' before 'e' except after 'c' when the sound is /ee/, otherwise 'ei' represents /ay/ (neighbour) or /ie/ (height)	Sentence Punctuation Speech Marks	Writing: Based on Viewing and Reading of My Place: Diary entry

Reading Week 8				
Weekly reading focus for guided reading Identifying Author's Purpose	Letter/Sound Work dge as 'j' (ledge), ge as 'j'(orange)	Grammar/sentence punctuation Contraction	Comprehension of class text-a variety of texts Narrative	Comprehension of class text 1838 and 1828 My Place
Writing Week 8				
Letter/Sound Work dge as 'j' (ledge), ge as 'j'(orange) Handwriting-joined letters	Grammar Relating and auxiliary verbs	Word work Most words are made into plurals by adding 's' Words ending in ch, sh, s, ss, x 'o', 'z' (church/churches, fox/foxes, wish/wishes, glass/glasses) are made into plurals by adding 'es'	Sentence Punctuation Paragraphing	Writing: Based on Viewing and Reading of My Place: Character Description
Reading Week 9				
Weekly reading focus for guided reading Interpreting Figurative Language	Letter/Sound Work igh (sigh)	Grammar/sentence punctuation Using Grammar in informative texts	Comprehension of class text-a variety of texts Report	Comprehension of class text 1818 and 1808 My Place
Writing Week 9				
Letter/Sound Work igh (sigh) Handwriting-joined letters	Grammar Correct tense	Word work Words that end in y before which there is no vowel are changed into their plural form by changing the 'y' top and 'i' and adding 'es'. Words which end in y before which there is no vowel only add s	Sentence Punctuation Revise direct speech	Writing: Based on Viewing and Reading of My Place: Comparing then and now
Reading Week 10				
Weekly reading focus for guided reading Interpreting Figurative Language	Letter/Sound Work tch (catch)	Grammar/sentence punctuation Using grammar in imaginative texts	Comprehension of class text-a variety of texts Description	Comprehension of class text 1798, and 1788 My Place
Writing Week 10				
Letter/Sound Work tch (catch) Handwriting-joined letters	Grammar Conjunctions	Word work When nouns end in an f or fe the f or fe are changed to v and an es is added when changed into plural	Sentence Punctuation Sentences containing conjunctions	Writing: Based on Viewing and Reading of My Place: Comparison Character description

Mathematics

Number: The ability to use numbers and operations and the relationship between them efficiently and flexibly.

Measurement: The ability to use direct and indirect measurement and estimation skills to describe, compare, evaluate and construct.

Chance and Data: The ability to use handling processes in dealing with data and situations in which uncertainty is involved.

Algebra: The ability to use algebraic symbols, diagrams and graphs to understand, describe and reason.

Space: The ability to describe and analyse mathematically, the special features of objects, environments and movements.

The sequence of skills being taught during Term Three is outlined in the table below.

Weeks One and Two			
Investigation 4 Slide Show			
Students investigate a single fraction and create a slideshow to explain the meaning of the fraction in various ways.			
Investigation 4		Skills	
Teaching of skills prior to the investigation		Develop an understanding of fractions	
Number and Algebra		Show single fraction in diagrammatic form, in all its forms.	
Fractions and Decimals		Show fractions as part of a whole or group.	
<ul style="list-style-type: none"> Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole 		Write fractions in numbers.	
		Explain to another, the meaning of a single fraction.	
Students apply the following proficiency strands during this investigation			
Proficiency Strand		Investigation 4 Criteria	
Understanding, Fluency and Problem Solving		Create a slide show that represents a fraction in various ways.	
Reasoning		Explain the slides and answer questions.	
Daily number talks related to the specific skill being taught.			
Number and Algebra		Measurement and Geometry	Statistics and Probability
W	Mental and written strategies for addition	Area	Probability
E	Rounding numbers to 10 and 100		
E	Estimation strategies		
K	Addition and subtraction facts		
3	Written strategies for addition		
W	Mental and written strategies for subtraction	Litres and Millilitres	Organising Data consolidation task
E	Mental strategies for subtraction		
E	Consolidation tasks		
K	Written strategies for subtraction		
4			
W	Mental and written strategies for subtraction	Clocks past the hour Clocks to the hour Seconds, minutes, hours, days Days, weeks, months, years Calendars	Column Graph
E	Subtraction to 3 digits		
E	Consolidation tasks		
K			
5			

W E E K 6	Mental and written strategies for multiplication Multiplication facts 2,3 Multiplication facts 5,10 Multiply by 10 Multiplication problem solving Multiplication 2 digit by 1 digit (no regrouping) Multiplication 2 digit by 1 digit (with regrouping)		Picture Graphs
W E E K 7	Mental and written strategies for division Division Facts 2,3 Division Facts 5,10	Angles	Apply graphing skills by choosing a data collection idea, gathering data, graphing and discussing results obtained
W E E K 8	Mental and written strategies for division Division problem solving Consolidation sheets for division Problem Solving Problem Solving Strategies 1 Guess and Check	Map references Directions-turns	Apply graphing skills by choosing a data collection idea, gathering data, graphing and discussing results obtained
W E E K 9	Money Australian Currency Equivalent values of money Tendering cash	Create a map of the classroom, using a key to identify items in the room.	Investigation 9 – Sprouting Surprises
W E E K 10	Money Giving change Simple budgets	Create a map of the school, using a key to identify items in the room.	Investigation 9 – Sprouting Surprises



History

Investigating community change and diversity in the local community

The key inquiry questions for the unit are:

How has our community and lifestyle changed over time?

How has technology changed over time?

Which changes are good? Which changes cause problems?

Students identify the significance of people with diverse backgrounds and the roles they play in developing local communities.

This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of continuity and change, cause and effect, perspectives, empathy and significance.

Exploring change in our communities

How has our community changed? What features have been lost and what features have been retained?

They investigate change and continuity over time in local, regional and state and territory contexts, for example in relation to transport, work, education, entertainment, daily life, and natural and built environments.

Students will:

- sequence significant historical people and events
- use historical terms when speaking, writing and illustrating
- pose a range of questions about the past when investigating significant events and the contributions that individuals and groups have made to the development of the local community
- identify sources that provide information about the diversity of communities
- locate relevant information from sources provided on change in our community and lifestyle
- identify different points of view, including the meaning of changes in the community from different perspectives
- develop texts, particularly narratives
- a range of communication forms (oral, graphic, written) and digital technologies.



Perspective	Learning Experiences
<p>Change is an ongoing aspect of our communities. Some things will take a long time to change others will change quickly. Just like people, our environment changes.</p>	<p>WEEK 1 Pose questions about the past. Make a timeline on how you have changed over the years/things that have occurred in your family life over time. Timeline of family changes in Publisher-timeline Describe changes that have taken place in the community since earlier times. Make a class chart of things that have changed/stayed the same over time e.g. buildings, food, clothes, us, lifestyles.</p>
<p>All communities change over time, not all for the same reason. Natural disasters Progress</p>	<p>WEEK 2 Changes in our school community. Show old photos of building, St Luke's. Discuss and compare the changes. Children complete a Double Bubble chart-things that have changed, things that have stayed the same, what might the future hold? Children draw a plan that shows what they think the school will look like in 20 years' time.</p>
<p>Remains of the past can teach us about the past. Heritage buildings are restored for our understanding of and appreciation of the past</p>	<p>WEEK 3 Discuss the suburb of Woodvale. Complete a mud map of what it looks like now. How do the children see this area in the future? Complete a mud map that projects into the future. Compare the two. What are the good things about progress / downfalls with progress?</p>
<p>Focus on the Woodvale Area Things that are worth preserving, things that could be improved.</p>	<p>WEEK 4 Excursion to Cockman House. Children write a report on what they learnt from their time at Cockman House. Children present their information in whatever way they wish.</p>
<p>Change over time. Some things change, some things remain constant.</p>	<p>WEEK 5 Read My Place and introduce the My Place web Page. Look at the differences in the buildings. What other things have change over time. Brainstorm ideas and write on board. Complete changing lifestyles worksheet page 58</p>
<p>Changes to improve lifestyle.</p>	<p>WEEK 6 Old and New. How have changes in modern day life made our lives easier? Choose one household item that has changed over time. Image search for changes in this item over time. Make a timeline of the household item showing how it has changed.</p>
<p>Changes in transport-pros and cons.</p>	<p>WEEK 7 Past and Present transport Computer assignment. Google images-modes of transport through the years. Copy images of forms of transport from the olden days/ present time. Choose one 3 types of transportation and compare and contrast old and new. Images can be used in comparisons chart to illustrate a point. Completed over 3 computer lessons.</p>
<p>Discuss changes and why these things have changes over time. Look at how they have made our lives different</p>	<p>WEEK 8 Children interview family members to discuss things that have changed in technology over time. Film the interview. Television, radio, newspaper, internet, telephones, emails and mobile phones. Complete Pros, Cons, Interesting</p>
<p>Different events, people, problems and ideas make up a community's history. Read stories from the Wanneroo pioneers.</p>	<p>WEEK 9 Discuss how early settlement has shaped Australian communities. Australia is now a multi-cultural country, which will shape the future of Australia. Alphabet search of nationalities that now live in Australia. Make a brochure on Publisher that showcases the nationality's contributions to Australia.</p>
	<p>WEEK10 Test of understandings covered during the term.</p>

Science-Primary Connections

Heating Up-Physical Science

ENGAGE	Lesson 1 Warming Up	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> discuss strategies animals have for keeping warm explain their existing ideas about how to stay warm identify heat sources discuss how heat moves. 	<ul style="list-style-type: none"> role-play the way they feel when they are hot or cold discuss the ways they would warm up if they felt cold explain the reasons they think different things help them to warm up experience and explain their ideas on how heat moves.
EXPLORE	Lesson 2 Hot Spots Session 1 Hot or not? Session 2 Heat at home	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> identify heat sources in the classroom sort heat sources into heat producers and things heated by heat producers identify heat sources at home 	Session 1 Hot or not? <ul style="list-style-type: none"> identify heat sources in the classroom identify primary and secondary heat sources record observations in a table Session 2 Heat at Home <ul style="list-style-type: none"> identify primary and secondary sources at home take a photo or draw a heat source and bring to school.
EXPLORE	Lesson 3 Energy explorers	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> identify three ways in which heat can be produced classify heat sources according to how they produce heat. 	<ul style="list-style-type: none"> sort pictures into three groups according to how they produce heat find objects and items to include in the groups
EXPLORE	Lesson 4 Sharing the Warmth	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> explore objects that do not produce heat identify heat sources outside the classroom explore that some objects heat up when in contact with a heat source. 	<ul style="list-style-type: none"> observe that many objects do not produce heat explore how objects obtain heat by being in contact with a heat source

EXPLORE	Lesson 4 Sharing the Warmth	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> • explore objects that do not produce heat • identify heat sources outside the classroom • explore that some objects heat up when in contact with a heat source. 	<ul style="list-style-type: none"> • observe that many objects do not produce heat • explore how objects obtain heat by being in contact with a heat source
EXPLAIN	Lesson 5 Too hot to Handle	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> • explain that heat transfers from hot objects to cooler ones • review their understanding of heat sources and the production of heat. 	<ul style="list-style-type: none"> • represent their understanding of heat sources and the movement of heat using everyday scenarios • create a poster warning others about the dangers of heat
ELABORATE	Lesson 6 Getting Warmer	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> • conduct an investigation of the conduction of heat through different materials • make predictions about what happens to different materials placed in hot water • observe, record and interpret results of their investigation • identify that different materials conduct heat at different rates. 	<ul style="list-style-type: none"> • work in teams to investigate whether or not different materials are heated by hot water • record and represent their findings in a table • discuss and compare their results from the investigation.
EVALUATE	Lesson 7 Finding the Heat	SCIENCE OUTCOMES Students will be able to represent their current understandings as they:	SUMMARY Students:
		<ul style="list-style-type: none"> • identify that heat can be produced in different ways by different heat sources • explain heat can move from one object to another • discuss and compare their ideas. 	<ul style="list-style-type: none"> • review the class ideas map • find, list and categorise things that produce heat • create a drawing to show how heat moves from one object to another • participate in a class discussion to reflect on their learning during the unit.

Health

Health this term will centre on the theme of **Pedestrian Safety**.

This focus area provides the explicit teaching of content and skills related to pedestrian safety for Year 3 students.

It focuses on:

- safe pedestrian practices such as crossing roads under adult supervision
- identifying safe routes to travel to and from school practising the stop, look, listen and think procedure when crossing roads
- identifying and responding to unsafe situations for pedestrians in traffic
- identifying safe places to cross roads
- practising judging the speed of oncoming vehicles.



Key Components of Pedestrian Safety

Key understandings

- Traffic refers to vehicles including bicycles and pedestrians.
- Children are safer if they hold an adult's hand when walking near traffic and crossing roads.
- To cross the road correctly, the stop, look, listen and think procedure should always be used.
- There are safer places to cross such as straight stretches of road, pedestrian crosswalks, school crossings, traffic singles, and overpasses and underpasses.
- Only cross between parked cars when there is no other option.
- Where footpaths are not provided, pedestrians should walk facing oncoming traffic and well away from the edge of the road.
- Car parks can be dangerous places for children.
- Respond to relevant sights and sounds such as reversing lights, beepers, exhaust smoke and slamming doors when near a car park.
- Wait until the bus has moved away before crossing the road.
- Pedestrians need to know where to stop when in traffic eg island.
- Crossing railway level crossings should only be done with an adult at a marked crossing (if available) and when the tracks are clear.



Key skills to practise

- Practise working in groups and listening when others share their ideas.
- Identify people to go to for help in the traffic environment.
- Assess positive and negative consequences of decisions.
- Generate choices for a range of pedestrian-related situations and assess the positive and negative consequences of decisions.
- Practise using the stop, look, listen, think procedure for crossing roads.
- Practise expressing their feelings in unsafe situations and using 'I' to tell others their view or decision.
- Identify other options when an adult's hand is not available ie holding onto a pram, trolley, shopping bag or adult's clothing.
- Cooperate and communicate effectively with others
- Practise making responsible decisions in a range of pedestrian-related situations.
- Work effectively in a team to make decisions and play a game.

SDERA
SCHOOL DRUG EDUCATION & ROAD AWARE

Helping to keep young people safer