

Year 3 – Term 3 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students engage with a variety of fiction and non-fiction texts that inspire them to develop and share persuasive opinions. They read, view and comprehend increasingly complex texts connected to their learning. Through these texts, students explore how authors use language features, images and text structures to influence audiences for different purposes. They develop skills in speaking, listening, reading and writing by participating in discussions, sharing ideas and creating persuasive texts. Students use evaluative and emotive language, modal verbs, topic-specific vocabulary and simple argument structures to express opinions and persuade their peers.	Students will be assessed on their ability to express and justify a preference for a favourite pet through participation in a pair or small-group discussion. They will share clearly structured opinions supported by detailed reasons and examples, using precise and topic-specific vocabulary, appropriate modal verbs, and connectives such as however and although to link ideas. Students will demonstrate effective speaking skills by varying tone, volume, pitch and pace to suit their audience and purpose. They will also actively listen to others, ask relevant questions, respond thoughtfully, and build on the ideas and opinions shared by their peers to contribute meaningfully to the discussion.
Mathematics 	In Mathematics, students develop their understanding of number, fractions, measurement and mathematical modelling through hands-on investigations and real-world problem-solving. They recognise, represent and order numbers beyond 10,000, apply place value strategies to add and subtract two- and three-digit numbers, and use multiplication and division facts to solve a range of problems. Students explore unit fractions and their multiples, representing and combining fractions in different ways. They estimate, measure and compare length, mass and capacity using familiar metric units and measuring instruments. Throughout the unit, students apply mathematical modelling to solve practical and financial problems, selecting efficient strategies and communicating their reasoning and solutions with increasing confidence and accuracy.	Students will be assessed on their ability to estimate, measure and compare length, mass and capacity using familiar metric units and appropriate measuring tools, while explaining how benchmarks support accurate estimations. They will apply mathematical modelling to solve real-world multiplicative problems, using number sentences, drawings, materials and efficient calculation strategies, including multiplication and division facts, to justify and communicate solutions. Students will also represent unit fractions and their multiples in a variety of ways, compare fractions, connect the size of fractions to their denominators, and explain their mathematical thinking using appropriate mathematical language and representations.
Science Earth & Space 	In Science, students investigate the observable properties of soils, rocks and minerals and explore their importance as Earth's resources. Through hands-on investigations, field observations and collaborative inquiry, they examine properties such as colour, texture, grain size, hardness, lustre and drainage to compare and classify different materials. Students learn that minerals are the building blocks of rocks and that soil forms from the breakdown of rocks and organic matter. They develop scientific inquiry skills by asking questions, making predictions and using evidence to explain their findings. Students also investigate how people, including Aboriginal and Torres Strait Islander Peoples, use rocks, minerals and soils to meet needs and solve problems in everyday life.	Students will be assessed on their ability to describe and classify soils, rocks and minerals by observing and comparing their properties, including colour, texture, lustre and other observable features. They will explain the importance of rocks, minerals and soils as Earth resources and provide examples of how they are used in everyday life. Students will demonstrate inquiry skills by posing questions, identifying patterns and relationships, making predictions based on observations and information from provided sources, and using evidence to support their explanations. They will also apply their scientific understanding to solve a real-world problem by recommending suitable plants for clay soil and suggesting ways to improve soil quality, while communicating their findings using connected ideas, informative facts and appropriate scientific vocabulary.
HASS Geography (Semester 2) 	In HASS, students investigate how places within and near Australia are represented, compared and described using maps, data and geographical tools. They learn about Australia's states, territories, capital cities, neighbouring countries and Aboriginal Countries and Places, using maps, globes and digital technologies to identify locations and directions. Students explore natural, managed and constructed features of places and examine how people, including First Nations Australians, are connected to and care for places in different ways. They compare places in Australia with those in neighbouring countries, identify similarities and differences, and investigate climate patterns using maps, graphs and photographs. Throughout the unit, students develop geographical inquiry skills by asking questions, collecting and interpreting information, and creating annotated maps using appropriate geographical conventions.	Students will be assessed on their ability to locate, name and represent places within Australia and neighbouring countries using maps and geographical language, including identifying states, territories, capital cities and directions. They will compare places in Australia and nearby countries by describing their natural, managed and constructed features, and explain how people are connected to these places. Students will develop geographical inquiry questions, collect and record information from maps and other sources, and create annotated maps using appropriate cartographic conventions such as symbols, titles and north points. They will also interpret maps, photographs and climate data to identify patterns and compare climate, temperature and rainfall in different locations.
The Arts Music 	In Music, students explore how music is created and performed, and how musical elements can be used to communicate ideas and meaning. They develop listening, singing and instrumental skills through learning, practising and performing songs, rounds and simple ensemble pieces. Students experiment with elements of music such as pitch, rhythm, tempo and dynamics, and use these to create and refine original musical ideas, including simple nursery rhymes. They learn to read and use music notation, rehearse individually and with others, and reflect on how musical choices affect a performance. Throughout the unit, students build confidence as performers by sharing their music in informal settings and responding to the work of others using appropriate music vocabulary.	Students will be assessed on their ability to compose and perform a simple nursery rhyme that communicates an idea, mood or feeling through the use of musical elements. They will demonstrate listening skills by accurately singing and playing learnt pitch and rhythm patterns, and by manipulating elements such as dynamics, tempo and rhythm to create different musical effects. Students will explain how they used musical elements in their composition and performance, and compare their work with another composition or performance, identifying similarities and differences. They will also perform their nursery rhyme in an informal setting, sharing the purpose of their composition and explaining the musical choices they made.
The Arts Visual Arts 	In Visual Arts, students explore how artists use natural materials, colour, texture, pattern, shape and space to communicate ideas about connection to place. Through activities such as leaf rubbing, clay imprinting and stick weaving, they experiment with a range of visual arts processes, materials and techniques to create and refine artworks. Students investigate artworks by Aboriginal and Torres Strait Islander artists and consider how artists represent places that are important to them. They plan, create and share artworks inspired by their school and local environment, while developing visual arts vocabulary to describe, analyse and reflect on artistic choices, materials, techniques and the meanings communicated through artworks.	Students will be assessed on their ability to plan, create and share a visual artwork that communicates a personal connection to place using natural materials, visual conventions and visual arts processes. They will experiment with colour, pattern, texture, space and balance to create visual effects, documenting and reflecting on the choices they make during the artmaking process. Students will explain how materials and techniques contribute to meaning in their artwork and evaluate the effectiveness of their design choices. They will also respond to and compare artworks from different cultures, including Aboriginal and Torres Strait Islander artworks, describing similarities and differences in the ways artists use visual conventions, materials and processes to represent connection to place. Through self-reflection and discussion, students will explain the ideas, themes and meaning communicated in their artwork.
The Arts Media Arts Japanese Immersion 	In Media Arts, students explore how media artists use images, text, colour, sound, camera shots, layout and animation to communicate ideas and influence audiences. Through the study of age-appropriate Japanese anime, they investigate how media artworks create mood and meaning, represent places and cultures, and are produced for different purposes and audiences. Students analyse media artworks, experiment with photography, sound effects and animation techniques, and use digital technologies to plan, create and refine their own animated stories inspired by Japanese locations. Throughout the unit, students develop storytelling, technical and critical thinking skills while learning about responsible media practices, audience awareness and respectful cultural representation.	Students will be assessed on their ability to analyse and discuss media artworks by describing how media languages and technologies, such as colour, images, sound effects, shot types and animation, are used to create meaning and represent ideas, places and cultures. They will explain why media artworks are created for different audiences and purposes, including how Japanese anime communicates stories and cultural contexts. Students will plan, create and refine their own digital media artwork using appropriate media technologies and production processes to convey a mood or main idea. They will also demonstrate responsible media practices when sharing their work and explain how their creative choices, including layout, text, colour and sound, communicate meaning to an audience.
HPE Health 	In Health, students explore how their choices and actions can be influenced by stereotypes and learn how respect, fairness and inclusion contribute to positive relationships and wellbeing. They investigate the importance of valuing diversity and recognising that people have different backgrounds, abilities, cultures and experiences. Through discussions, stories, cooperative activities and real-life scenarios, students develop skills to promote inclusion, challenge unfair treatment and show respect for others. They also explore ways to make roles and responsibilities at home, school and in the community fair and equitable, and learn how to contribute in a positive way.	Students will be assessed on their ability to describe how inclusion and stereotypes can influence people's choices, actions and opportunities. They will identify and explain actions that promote inclusion, fairness and respect in a variety of school, home and community situations. Students will demonstrate an understanding of how stereotypes can affect others and suggest positive ways to challenge unfair assumptions and support inclusion. They will also examine roles and responsibilities within families and communities, explain whether these are fair and equitable, and propose strategies to make responsibilities more inclusive and respectful for everyone.
HPE Movement 	In Health and Physical Education, students refine and apply fundamental movement skills through a variety of target games and ball activities. They develop greater accuracy, control and consistency when throwing, catching, striking, aiming and moving with objects in different game situations. Students explore how movement concepts such as effort, space, time and pathways can improve performance and increase success during games. They learn to make strategic decisions about positioning, movement and object control while working independently and with others. Throughout the unit, students also explore the benefits of regular physical activity and consider ways to incorporate active lifestyles into their daily routines to support their health, wellbeing and participation in physical activity.	Students will be assessed on their ability to apply fundamental movement skills and techniques in a range of target games and ball activities. They will demonstrate effective movement by controlling objects, using space appropriately, and adjusting effort, time, pathways and body position to improve performance and success during games. Students will show an understanding of how movement concepts contribute to effective participation in different situations. They will also explain the benefits of regular physical activity, identify factors that can influence participation, and suggest practical strategies that could help themselves and others be more physically active and achieve healthy movement goals.