Year 3 – Term 2 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students will explore a range of informative texts about life cycles, alongside stories that help build understanding and vocabulary. They will read, view and discuss texts independently, learning how information texts are organised and how words and pictures work together to explain ideas clearly. Students will compare different types of texts to understand their purpose. They will take part in shared and independent writing to create informative texts about life cycles, using clear paragraphs, topic-specific vocabulary, accurate spelling, and visual features to support their writing.	Students will be assessed on their ability to read and understand an informative text about life cycles. They will show they can find the main idea and key details, use both words and pictures to explain information, and explain how the text is organised and written for its purpose. Students will also compare how information is shared in different texts. They will write their own informative text about an animal life cycle, using clear paragraphs, topic sentences, correct punctuation, topic-specific vocabulary, and pictures or diagrams to support their ideas.
Mathematics 	In Mathematics, students will use numbers to solve real-life problems in meaningful ways. They will practise adding, subtracting, multiplying and dividing by choosing strategies that make sense, such as breaking numbers apart, rearranging, estimating and using known facts. Students will model everyday situations, including money problems, using pictures, diagrams and number sentences, and explain their thinking clearly. They will build confidence working with larger numbers and mental maths strategies. Students will also explore time by estimating, measuring and comparing how long events take, using days, hours, minutes and seconds.	Students will be assessed on their understanding of number, time and multiplication through a range of problem-solving tasks. They will show how they use place value, addition and subtraction facts, and partitioning strategies to solve number problems and explain their thinking. Students will estimate and check whether answers make sense, including in money situations. They will also demonstrate their understanding of time by estimating, measuring, reading and showing time on analogue and digital clocks, using correct time language. Finally, students will use arrays and multiplication facts to design a garden, model the problem with number sentences, and clearly explain their solutions.
Science Chemistry 	In Science, students will explore the properties of materials and learn how solids and liquids behave when heat is added or removed. Through hands-on investigations, they will observe, test and compare everyday materials such as ice, chocolate and honey to see how they melt or freeze. Students will ask questions, make predictions and carry out fair tests while working safely and cooperatively with others. They will learn how heat causes changes in materials, including how these ideas are used in everyday life, First Nations practices and recycling, and will explain their thinking using drawings, tables and simple scientific language.	Students will be assessed on their understanding of solids and liquids, how materials change when heated or cooled, and how to carry out a fair scientific investigation. They will classify materials as solids or liquids using observable features and explain changes such as melting and freezing. Students will use examples like chocolate to show how materials can change and be reused. They will reflect on an investigation they completed by explaining how it was kept fair, what they observed, what they predict might happen next, and how their results compare with others. Students will also explain tricky materials, such as why rice is a solid, and ask further scientific questions.
HASS Civics 	In HASS, students will learn about rules and why they are important in keeping communities safe, fair and respectful. They will explore who makes rules at school, at home and in the community, and how rules protect people's rights and responsibilities. Students will learn how people contribute to their communities, including the roles of leaders, volunteers and Elders. They will think about how they can take action to help improve their school or community and practise sharing ideas respectfully as active community members.	Students will be assessed on their understanding of rules, responsibilities and how people contribute to their communities. They will show what they know by talking to different people about a rule, explaining why the rule exists, who it helps and what happens if it is not followed. Students will compare different viewpoints and explain how rules can affect people and places. They will also create a simple action plan to help improve their school or community, explaining the issue, why it matters and the steps they could take to make a positive difference.
The Arts Music 	In Music, students build their musical skills by learning more complex songs and rhythm patterns. They explore pitch through do, re and so, read simple notation on the musical staff, and perform rhythmic ostinato patterns to accompany songs. Through singing, playing and composing, students experiment with layering musical ideas and using the elements of music to create different effects. They develop confidence in reading, performing and creating music while strengthening listening skills and musical understanding.	Students will be assessed on how well they listen, sing, play and compose using learnt pitch and rhythm patterns, and how they manipulate musical elements, such as volume, speed and rhythmic length to create different effects. They perform and share music they have learnt or composed in informal settings and explain the purpose of their compositions. Students also document how they used the elements of music when creating and performing, showing their understanding of how music can be shaped to communicate ideas.
The Arts Dance 	In Dance, students explore how movement communicates ideas, stories and perspectives. They investigate the elements of dance and use choreographic devices such as contrast, canon, mirroring and unison to create short sequences. Inspired by different themes, they experiment with locomotor and non-locomotor movement, levels and directions while developing control, balance and coordination. Through collaborative choreography and informal performances, students practise safe dance practices, expressive skills and reflect on dances using appropriate vocabulary.	Students will be assessed on how well they use the elements of dance safely and expressively to create movement sequences that communicate meaning. They develop technical skills such as control, alignment, strength, balance and coordination while combining locomotor and non-locomotor movements across levels and directions. Students perform their dances in informal settings using expressive skills like projection and focus and provide constructive feedback to peers using appropriate dance vocabulary.
HPE Health 	In Health, students explore how success, challenge and cultural shape who they are and how they respond to different situations. They learn how people overcome adversity and support one another through change. Students examine the changes that occur as they grow, and practise strategies such as positive self-talk, problem-solving, and help-seeking to manage these changes. They also learn why emotional responses vary and rehearse ways to recognise, predict and manage their emotions in everyday situations and emergencies.	Students will be assessed on how well they identify the different experiences that influence resilience and personal identity, including success, challenges and setbacks. They describe and explain strategies they can use to manage their emotions in a range of situations, such as recognising triggers, using positive self-talk, problem-solving or seeking help. Students also explain strategies that support them during changes and transitions as they grow older, demonstrating how these approaches help them cope confidently and safely.
HPE Movement 	In Movement, students will refine their fundamental movement skills through athletics-based activities such as running, jumping and throwing. They will combine these skills to complete simple athletics challenges and movement sequences. Students will explore how effort, speed, space and direction affect successful movement in athletics events. They will develop coordination, confidence and an understanding of how to use space, technique and movement strategies safely and effectively in athletics.	Students will be assessed on how well they apply fundamental movement skills and techniques in athletics activities. They will demonstrate their understanding of movement concepts such as effort, speed, space, time, objects and people by adjusting how they run, jump and throw in different athletics challenges. Students will show confident, controlled and safe movement while performing simple athletics sequences and responding to changing situations, making effective use of space and appropriate techniques.
Technologies Digital  **Japanese** Immersion 	In Digital Technologies, students create a personal digital folio to share with a Japanese pen pal, showcasing themselves and their class. Using Japanese daily life and culture as inspiration, they learn to collect, organise and present information in different formats—text, numbers, pictures, symbols and sounds. Students practise designing pages, sequencing content and using digital tools to communicate clearly and creatively. Along the way, they learn simple ways to share safely online, such as using strong passwords and choosing what information to include.	Students will be assessed on their ability to create an "About Me" digital book that presents information in different formats, such as text, numbers, images, audio, tables and simple graphs. They will show that they can represent the same data in different ways and explain why certain formats are more effective for different purposes. Students will also demonstrate how to safely and responsibly use digital systems, including logging in securely, saving work and using device features. Finally, they will identify what personal data is stored online, who can access it, and explain risks related to digital identity and online safety.