

Year 3 – Term 4 Curriculum Overview

Learning Area	Unit description	Assessment of learning
 English	In English, students will engage in a novel study to deepen their understanding of narrative texts and how authors create engaging stories. They will explore characters, settings, events and mood, and investigate how language and illustrations work together to build meaning. Students will read increasingly complex texts, develop reading fluency and comprehension skills, and use a range of strategies to understand unfamiliar words. Through discussion, reflection and writing, students will respond to the novel and create their own imaginative texts using paragraphs, detailed descriptions, compound sentences and appropriate vocabulary to communicate their ideas effectively.	Students will be assessed on their ability to read and comprehend a novel extract, identify literal and inferred meanings, and use evidence from the text to explain characters, events, relationships and themes. They will explain how authors use language features, literary devices and text structures to create mood, engage readers and communicate ideas for a particular audience and purpose. Students will also demonstrate fluent reading of increasingly complex texts. In writing, they will create an imaginative narrative with well-sequenced events, paragraphs, descriptive language and appropriate vocabulary, using accurate spelling, punctuation and grammar to engage their audience.
 Mathematics	In Mathematics, students will develop their understanding of number through problem-solving and mathematical investigations. They will apply addition and subtraction strategies to solve problems, explain their reasoning, and find unknown values using inverse operations. Students will represent, order and compare numbers beyond 10,000 and explore how numbers change through place value patterns. They will also investigate chance through experiments, describing and predicting outcomes using evidence. Through creating algorithms and exploring number patterns, students will develop logical thinking and communicate their mathematical understanding using appropriate mathematical language.	Students will be assessed on their ability to apply efficient addition and subtraction strategies to solve problems involving two- and three-digit numbers, explain their mathematical thinking, and find unknown values using number sentences and inverse operations. They will investigate chance events by conducting experiments, describing outcomes, making predictions and using evidence to explain the likelihood of events. Students will also demonstrate their understanding of place value by representing, ordering and comparing numbers beyond 10,000, identifying how numbers change when one, ten or one hundred is added, and creating algorithms to investigate and explain number patterns.
 Science Physics	In Science, students will investigate heat energy and explore how heat moves from warmer objects to cooler objects. Through hands-on investigations, they will identify sources of heat, observe how heat can change materials, and compare how different materials transfer heat. Students will develop scientific inquiry skills by making predictions, measuring temperature, collecting and interpreting data, and conducting fair tests. They will apply their learning to a real-world problem by investigating insulating materials and using evidence to determine the most effective way to keep an object warm.	Students will be assessed on their ability to identify and explain sources of heat energy, describe how heat is transferred, and explain why the temperature of objects changes. They will plan and conduct a safe and fair investigation, make predictions, collect and organise data, and use evidence to determine which materials are the best insulators. Students will also interpret information from scientific texts, identify patterns and relationships in data, and communicate their findings using visual models, scientific explanations and appropriate scientific language.
 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 develop and apply fundamental movement skills through T-ball and modified striking and fielding games. They refine their throwing, catching, striking, fielding and running skills while exploring movement concepts such as effort, space, time and pathways. Students learn to apply simple game strategies to create scoring opportunities, respond to game situations and improve performance. Throughout the unit, they demonstrate teamwork, fair play and inclusion by taking on different roles, following rules and working cooperatively with others during games and team challenges.	Students will be assessed on their ability to apply fundamental movement skills and techniques during T-ball activities, including throwing, catching, striking, fielding and running between bases. They will demonstrate movement concepts such as effort, space, time and object control while moving safely and effectively in game situations. Students will adapt strategies to create scoring opportunities, make decisions during play and reflect on the effectiveness of their actions. They will also demonstrate fair play, inclusion and teamwork by taking on different roles, following rules, communicating respectfully and working cooperatively with others to achieve successful outcomes.