

Year 3 – Term 1 Curriculum Overview

Learning Area	Unit description	Assessment of learning
 <p>English</p>	<p>In English, students read and view a wide range of imaginative texts, including picture books, chapter books, poetry, rhyming verse and simple dramatic performances. They explore how authors use language features, text structures and literary devices to create meaning and influence the reader. Students respond to texts through shared and independent writing tasks and use these models to create their own imaginative pieces. They take part in discussions using appropriate interaction skills and express their appreciation of texts. Students also learn to use more formal language and specific vocabulary when planning and delivering short oral presentations.</p>	<p>Students will be assessed on how well they express opinions and preferences about imaginative texts, using detailed reasons and relevant evidence from the text to support their ideas. They will organise their thinking into a clear structure, such as an introduction, supporting arguments and a conclusion, and link ideas logically. Students will also use a wider range of language features in their spoken responses, including connectives (e.g., however, although), rhetorical questions and topic-specific vocabulary. They will vary their voice, tone and pace to engage the audience during presentations.</p>
 <p>Mathematics</p>	<p>In Mathematics, students explore key mathematical ideas through hands-on, real-world learning. They identify, compare and classify angles, create and interpret maps of familiar environments, and make, describe and build 3D objects using their features. Students also plan and conduct statistical investigations by collecting data, organising it into tables, and creating picture and column graphs to answer questions. Throughout the unit, students apply number skills to model, solve and explain problems using place value, partitioning, arrays and efficient strategies, building confidence and flexibility across all strands of mathematics.</p>	<p>Students are assessed on how well they identify angles as measures of turn, using quarter, half and three-quarter turns to compare angles to right angles. They interpret maps by identifying key landmarks, create simple top-view representations of familiar places, and describe directions using positional language. Students make, compare and classify 3D objects in skeleton form, describing key features and explaining how these suit their everyday purposes. They conduct guided statistical investigations, collect and record data using tallies and tables, represent data in graphs, and interpret similarities and differences to answer questions in context.</p>
 <p>Science Biology</p>	<p>In Science, students explore living things and their life cycles through hands-on investigations and creative activities. They identify living, non-living and once-living things before examining plant life cycles and comparing animal life cycles, including metamorphosis in frogs and butterflies. Students observe patterns, represent life cycles using diagrams and models, and discuss sustainable practices. They organise information with graphic organisers and communicate ideas through labelled diagrams, explanations and writing. The unit concludes with tasks that involve comparing life cycles and creating a life cycle story.</p>	<p>Students will be assessed on how well they classify and compare living, non-living and once-living things, including items that are difficult to categorise. They will compare different life cycles and describe the changes and behaviours of a frog at each stage. Students organise information using scaffolds such as Venn diagrams, construct life cycle representations and identify patterns. They communicate their ideas through labelled diagrams, factual descriptions and a life cycle story, using scientific vocabulary to explain living things, life stages and physical changes.</p>
 <p>HASS History</p>	<p>In HASS, students explore how the community has changed over time and the reasons for these changes. They investigate historical sources, such as photos and oral histories to compare the past and present. Students learn about significant Australian celebrations and commemorations and consider perspectives about their origins and meaning. They also learn about national symbols such as the Australian, Aboriginal and Torres Strait Islander flags. Through research and hands-on activities, students describe causes and effects of change and explain why events and symbols are important to Australia’s identity.</p>	<p>Students will be assessed on how well they explain the causes and effects of changes in their local community and describe how different people have contributed to these changes. They will identify the origins and significance of Australian events, symbols and commemorations, such as Australia Day, Anzac Day, NAIDOC Week, National Sorry Day and other cultural or religious festivals, and explain how they are recognised. Students will use information from sources like photographs, tables and timelines to present clear descriptions and explanations, using appropriate historical vocabulary to communicate their ideas.</p>
 <p>The Arts Music</p>	<p>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.</p>	<p>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.</p>
 <p>The Arts Dance</p>	<p>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.</p>	<p>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.</p>
 <p>HPE Health</p>	<p>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.</p>	<p>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.</p>
 <p>HPE Movement</p>	<p>In Movement, students refine their fundamental movement skills and apply them in new physical activities. They combine running, jumping, balancing and object-control skills to complete movement challenges and simple sequences. Students also learn how effort, speed, space and direction influence successful movement in games and activities. Through mini-games and cooperative tasks, they develop coordination, confidence and an understanding of how to use space and movement strategies effectively.</p>	<p>Students will be assessed on how well they apply fundamental movement skills and techniques in a variety of physical activities. They will demonstrate their understanding of movement concepts such as effort, space, time, objects and people by using different levels, pathways and spatial patterns. Students show their ability to move confidently and safely while creating or performing movement sequences that make effective use of space and respond to changing situations.</p>
 <p>Technologies Digital Japanese Immersion</p>	<p>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.</p>	<p>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.</p>

