



Year 3 Term 3 – 2026

Curriculum Overview

Mathematics

Number and place value

- Count to and beyond 10000 and represent, combine and partition 4-digit numbers. Students extend subtraction, addition, multiplication and division facts knowledge and identify and describe the relationship between addition and subtraction. They will also work with a range of mental and written strategies to add and subtract. Students will also make models, represent and solve problems involving all four operations.

Fractions and decimals

- Students will represent, order and compare unit fractions of shapes and collections and solve simple problems involving fractions.

Money and financial mathematics

- Students learn how to rename money amounts, calculate and count out change from simple transactions to 5c and complete problem-solving activities with money.

Patterns and algebra

- Students will use number properties to continue number patterns and identify pattern rules to find missing elements in patterns.

Units of measurement

- Students will work with units of measurement including litres, millilitres, kilograms and grams and will use familiar metric units to order and compare objects. They learn to represent time to the minute on digital and analogue clocks and investigate relationships between units of time through activities and problem solving.

Space

- Students will identify examples of symmetry in the environment and learn to classify shapes as symmetrical and non-symmetrical

For assessment:

- Formative written tests on multiple concepts
- Investigation – Chance and Data Investigation

English

Examining Imaginative Texts (Matilda)

Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. They read, view and comprehend imaginative texts, with a more in-depth review of **Matilda by Roald Dahl**. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models. Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.

Assessment: Students will create and present a spoken text to communicate an opinion and personal review of chosen text.

Humanities & Social Sciences

Our Unique Communities (Semester 2)

Students will inquire into the question: 'How do people celebrate and commemorate special events in our communities?'. Throughout the unit they will have opportunities to describe how significant individuals, events and aspects of the past are remembered today.

Students will learn how to identify a point of view about the importance of different celebrations and commemorations for different groups and will have opportunities to explain how and why people participate in and contribute to their communities.

For assessment: Students will complete a written response around commemorations to different groups

Science

Earth & Space Sciences

Students will investigate the properties of soils, rocks and minerals, including texture, colour, grain or crystal size. They explore everyday uses of minerals such as in gemstones in jewellery, graphite in pencils and table salt in food and engage with Aboriginal peoples' and Torres Strait Islander peoples' knowledge and use of rock and mineral types. Students explore the use of scientific explanations, pose questions and compare their findings with those of others to draw conclusions.

For assessment: Students complete an investigation to demonstrate knowledge and understanding of the properties of soils, rocks and minerals, posing questions and making predictions, exploring patterns and relationships to share solutions and making scientific explanations.

Health – Equality, Inclusion and Managing Emotions

(Semester 2)

This semester, students will explore concepts that support their health, safety and wellbeing, including:

- Respectful relationships and gender equality** – exploring fairness, inclusion and valuing others.
- Safety awareness** – developing strategies to identify unsafe situations, understand body privacy and recognise personal boundaries.
- Social skills** – building communication skills and strategies to respond to peer pressure and challenges.
- Online safety and respect** – developing safe and respectful behaviours when engaging online.
- Social skills and decision-making** – practising communication, cooperation and strategies to respond to challenges, including situations involving peer influence and pressure.
- Online safety and respectful behaviour** – developing strategies for safe, respectful and responsible participation in online environments

For Assessment: Students write responses to demonstrate understanding of above concepts

The Arts – Visual Arts (Semester 2)

Indigenous Artists

Students will investigate the artwork and styles of various indigenous artists and discuss how they use visual conventions in artworks. Students will work collaboratively to plan and make artworks that are inspired by artworks they experience and will have multiple opportunities to use visual conventions, techniques and processes to communicate their ideas.

For assessment: students create an artwork with indigenous artists as inspiration

Digital Technology (Semester 2)

Robotics

As part of the digital technologies' curriculum students' experiment, investigate and create solutions to problems using a robot called Sphero. The Sphero is a programmable robot with sensors like motor encoders, LED lights, accelerometer and a gyroscope.

Assessment: Students create a visual code to show a sequence of operations to solve a series of increasingly sophisticated problems different groups and will have opportunities to explain how and why people participate in and contribute to their communities.

Physical Education

Striking

Students consolidate fundamental movement skills of striking a ball from varied starting positions. Key focus on grip, eye on the ball, backswing, connection with ball and follow through. They will have practise at using these skills in games such as Tennis, T-Ball and Cricket.

For assessment, students:

- Complete a range of activities to demonstrate their ability in the above concepts using observations and checklists.

The Arts – Music

Students will learn about orchestral families of instruments, including brass, woodwind, percussion and string. They will identify common instruments visually and aurally and investigate how, when and where these instruments can be used. Students will also be continuing to develop skills relating to the elements of music – especially pitch, rhythm and timbre.

For assessment: Students complete aural and visual written tests and the teacher will observe practical skills using checklists.

