



Year 3 (3/4L) Term 2 – 2026

Curriculum Overview

Mathematics

Students develop their understanding of number and algebra by recognising, ordering and representing numbers to at least 10,000, and applying addition and subtraction facts to support efficient mental and written computation with larger numbers. They add and subtract two- and three-digit numbers using place value strategies and explore the relationship between addition and subtraction to solve number sentences and find unknown values.

Students compare numbers using greater than and less than, investigate odd and even properties, and build fluency with multiplication facts for 2s, 3s, 4s, 5s and 10s. They model multiplication and division using number sentences, arrays and diagrams, and explore patterns by following and creating algorithms. Students also represent unit fractions and consolidate their understanding of rounding to the nearest 10, 100 and 1000.

In measurement, they develop skills in telling time to the nearest minute using analogue and digital clocks, understanding units of time, and estimating and comparing durations. They explore money by recognising the relationship between dollars and cents, representing values in different ways, and solving financial problems, including calculating change. In space, students interpret and create maps of familiar environments, identifying and describing the location of key landmarks and objects.

For assessment:

1. End of term written test on multiple concepts
2. Investigation - Space

Health – Understanding human rights - self and others - Influences on identity and coping with change. (Semester 1)

Students will investigate and understand the relationship between human rights, responsibilities and respect for self and others as well as explore human rights, including asserting own rights and defending others' rights. Students will also describe strategies to manage emotions and cope with change.

For assessment, students: provide written responses to demonstrate understanding of concepts taught.

The Arts – Drama

Students collaborate in groups to utilise dramatic elements and conventions for the purpose of expressing and communicating their ideas on the subject of friendships.

For assessment– Observation of students' ability to demonstrate the concepts covered throughout the term in a dramatic performance.

The Arts – Music

Students develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns.

For assessment– Written tasks and observation of students' ability to demonstrate the concepts covered throughout the term.

English Examining Informative Texts

Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics will be selected to build background knowledge and vocabulary. Students will learn how to use visual features to add information to their writing through careful selection of images.

For assessment, students:

1. Read, view and comprehend informative texts (Reading & Viewing)
2. Create a written multimodal informative text to inform an audience of their peers about the lifecycle of an Australian animal.

Science Biological Sciences

Students explore and use the characteristics of living things to help with classification. They examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals.

For assessment, students:

1. Classify and compare living and non-living things and different life cycles and explore patterns and relationships.

Physical Education

Fundamental Movement Skills - Athletics

Students demonstrate fundamental motor skills—running, throwing, and jumping—through participation in modified athletics events, including long jump, high jump, javelin, shot put, and sprinting.

For assessment, students:

1. Complete a range of fundamental motor skills and athletic techniques marked by ongoing observations and checklists.

Humanities & Social Sciences Our Unique Communities (Semester 1)

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: - Written response – ANZAC Day

