



Year 3 (3/4L) 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: Students complete formative written tests on multiple concepts and an investigation based on Chance and Data concepts.

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

Physical Education

Volleyball - Students perform the fundamental skills associated with Volleyball. These include; passing, digging and serving.

For assessment: students must demonstrate and apply these skills in a modified game setting.

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 their art. 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 and respond to artwork with indigenous artists as inspiration.

English

Examining Imaginative Texts

Students will engage with a variety of imaginative and informative texts that use literary devices to enhance meaning and shape the reader's response. They will read, view and comprehend a range of texts. Through these texts, students will explore how language features and text structures are used to achieve different purposes and discuss how authors use literary devices to enhance meaning.

Students will participate in shared and independent writing and learning experiences to respond to texts and create their own texts using those studied in class as models.

Students will use interaction skills when engaging in discussions about texts, expressing their ideas and appreciation using appropriate subject-specific vocabulary. They will also use increasingly formal language when delivering oral presentations to an audience.

Assessment: Students will create and present a spoken text to communicate an opinion and personal review of one of the texts studied throughout the term.

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.

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.

For assessment: Students will work in groups to create visual codes that show a sequence of operations. They will solve a series of increasingly sophisticated problems by designing, testing and refining their solutions. Students will also have opportunities to explain how and why people participate in and contribute to their communities.

Humanities & Social Sciences

Exploring similarities and differences in places near and far (Semester 2)

In this unit, students will learn to record, represent and collect information about places using observations, labelled maps and basic cartographic conventions. They will compare places by identifying similarities and differences using gathered information and will also describe the importance of rules and explain how decisions can be made democratically.

For assessment: Students represent data about places and use this to compare them. They will explain the importance of making decisions democratically and the role of rules in the community as well as devise an action in response to an issue.

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.