



Year 3 Term 4 – 2026

Curriculum Overview

Mathematics

Number and place value

- Count to and beyond 10000, represent, combine and partition 4-digit numbers, recall addition & related subtraction facts, recall division and multiplication related facts, add and subtract using a written place value strategy and use all operations in problem solving situations

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 will learn to calculate change from purchases.

Patterns and algebra

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

Units of measurement

- Students will measure, order and compare objects using metric units of length, mass and capacity. They'll identify and represent time to the minute, investigate the relationship between units of time and learn to problem solve based on time concepts.

Space & Shape

- Students will represent symmetry, interpret, represent movement and describe positions on simple grid maps and plans. They will also make, sort and describe three-dimensional objects and identify, construct and compare angles in the environment.

For assessment: Students will complete written assessments covering multiple mathematical concept including number & place value, measurement and

Science

Physical Sciences

In this unit, students investigate **heat and temperature** and learn how heat moves through different materials. They explore sources of heat, how we can sense and measure temperature, and how materials such as metal, plastic and ceramic transfer heat differently.

Students will conduct safe and fair investigations to observe how heat affects materials and causes temperature changes. They use tools such as thermometers and timers to collect and record data accurately. Students learn to apply their understanding of heat transfer to everyday situations, such as choosing the best material to keep something hot or cold.

For assessment: students will complete a series of written responses demonstrating their ability to identify sources of heat energy and provide examples of heat transfer, explain changes in the temperature of objects and describe how people use data to develop explanations. They will also use scaffolds to plan safe investigations and fair tests and organise data and information using provided scaffolds and identify patterns and relationship

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.

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.

English

Completing a novel study – Kumiko and the Dragon

Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning.

Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.

Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.

For assessment: students **read**, view and comprehend an imaginative text and create a **written** narrative text using ideas drawn from a familiar text.

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

Assessment: Written responses to demonstrate understanding of above concepts

Physical Education

Basketball – Students perform the fundamental skills associated with Basketball. These include; Dribbling, Passing, Shooting, Defending, Rebounding.

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

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.

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 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.

