



Year 3 2025 Term One - Curriculum Overview



School Priorities 2025

An Engaging Education and an Innovative Approach

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



A Chance to Shine & Building futures and success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



A School with Heart

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Welcome to MRSS 2025: [Wednesday 19th February](#)
 School photos: [Friday 7th February](#) (Preps and new students [only](#))
 NAPLAN: [Beginning Wednesday 12th March](#)
 Harmony day & World Down Syndrome Day: [Friday 21st March](#)
 Parent-Teacher interviews: [Wednesday 26th March](#)
 Cross country: [Wednesday 2nd April](#)
 Free Dress Day: [Thursday 3rd April](#)

ENGLISH – Investigating author’s language

In this unit, students listen to, view and read a novel to explore the author’s use of descriptive language in the construction of characters. They analyse characters from novels and develop an understanding of the language features and text structure of a narrative. Students will also write a short imaginative narrative based on a stimulus picture. In reading, students will identify literal and inferred information as well as the main idea, providing evidence from the text to justify their answers.

Assessment: Students will write an imaginative narrative based on a stimulus which demonstrates an understanding of character development. Students will also demonstrate their ability to comprehend literal and implied meaning in a text as well as identify and explain the author’s use of language.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** - recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies. They manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system. Students develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice
- **Space** - explore maps and determine key features of familiar spaces and use these when creating spatial representations
- **Data** - undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.

Assessment: Students will conduct statistical investigations and interpret and compare data displays. They will interpret and create a map representing familiar environments.

SCIENCE – What’s the matter?

In this unit, students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They will evaluate how adding or removing heat energy affects materials used in everyday life. They will conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings.

Assessment: Students demonstrate their knowledge and understanding of solids and liquids in familiar and unfamiliar situations. They will also investigate how solids and liquids changing state when heat is added or taken away. Students will make predictions, record observations and suggest scientific reasons for their findings. They will also describe the safety methods used and how their investigation met the requirements of a fair test. Students will consider their data and make suggestions to improvement the fairness of their investigation.

HASS – Unique communities

This HASS unit will be taught and assessed across Term 1 and 2. Students will explore the following inquiry question:

- *What are celebrations and commemorations and why are they important?*
- *How and why are commemorations significant for different groups?*

Students will:

- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- identify a point of view about the importance of different celebrations and commemorations to different groups

Assessment: *This term, students will create inquiry questions and use sources to research and gather information about celebrations and commemorations. They will also use discipline-specific terms when communicating their findings.*

THE ARTS

Music

Students will engage with Music during Term 1 this semester. In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

Assessment: *Student will perform a music relative to celebrations and commemorations. They will recognise the elements of music in performances and describe similarities and differences between music they perform and music they listen to.*

Visual Arts

In Visual Arts, the students will explore the communication of cultural meaning through found objects and surface manipulation. They will identify purpose and meaning in artworks by a range of artists and use this as an inspiration to create their own artworks using found objects. Students will discuss how they and others use visual conventions in artworks.

Assessment: *Student will make a two-dimensional and three-dimensional artwork using found objects to communicate meaning and ideas about landscapes. They will also describe similarities and differences between the artworks they make and view, and discuss how others use visual conventions in artworks.*

Drama

This curriculum area will be taught and assessed in Term 3.

TECHNOLOGIES

Digital Technologies

This curriculum area will be taught and assessed in Term 2.

JAPANESE

In this unit, students learn the basics of Japanese language and culture. They will learn Japanese hiragana sounds, classroom language, greetings, and how to introduce themselves in Japanese.

Assessment: *No summative assessment for Term 1.*

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

This curriculum area will be taught and assessed in Term 2.

Physical Education

This term, students will practise swimming skills and investigate solutions to survival challenges.

Assessment: *Students will demonstrate their competence with freestyle stroke sequence and aquatic skills. They will also demonstrate their ability to perform recognised survival swimming strokes.*