



Year 3 2025

Term Two - Curriculum Overview



School Priorities 2025

Quality Teaching

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



Student Success

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



Connected Community

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:

ANZAC Service: 24th April
Mother's Day Stall: 9th May
Lone Pine excursion: 13th May
Senior Sports Day: 26th June

ENGLISH – Analysing and creating persuasive texts

In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.

Assessment: Students will create a persuasive argument and examine ways persuasive language features are used to influence an audience.

MATHEMATICS

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

- **Number and place value** – Students will partition, rearrange and regroup two- and three-digit numbers in different ways to assist with mental and written calculations. They will extend and use single-digit addition and related subtraction facts, and apply these facts when using additive strategies to model and solve problems involving two- and three-digit numbers. Students will also make estimates and judge the reasonableness of answers in both financial and number-based situations.
- **Patterns and algebra** – Students will describe and continue number patterns, including counting sequences. They will identify missing elements in number patterns and solve simple problems based on these patterns.
- **Using units of measurement** – Students will use familiar metric units to estimate, compare and measure the attributes of objects, such as length, area, and mass. They will apply informal and formal measurement strategies to make comparisons and solve practical problems.
- **Shape** – Students will make, compare and classify two- and three-dimensional shapes based on their key features. They will describe shapes using formal spatial language and explain how shapes are similar or different.

Assessment: Students will make, compare, and classify objects. Students will partition, rearrange, and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers, make estimates and determine the reasonableness of calculations.

SCIENCE – Is it living?

In this unit, students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students will understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.

Assessment: Students will group living things based on observable features and distinguish them from non-living things. They will label the observable features of an animal and will describe actions to address issues facing an endangered species. Students will communicate their findings using scientific language.

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
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.
- 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
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups

Assessment: *This term, students will sequence events in chronological order and identify aspects of ANZAC Day commemorations that have changed and stayed the same over time. They will explain different points of view about the importance of commemorations to different groups.*

THE ARTS

Music

This curriculum area was taught and assessed in Term 1.

Visual Arts

This curriculum area was taught and assessed in Term 1.

Drama

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

TECHNOLOGIES

Digital Technologies

In this unit, students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.

Assessment: *Students will describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes, define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input, explain how the solutions meet their purpose.*

JAPANESE

In this unit, students will learn how to ask and answer questions about things they like, such as their favourite colours, sports, and animals. Students will: understand and communicate in Japanese using language associated with colours, sports and animals.

Assessment: *No summative assessment.*

HEALTH AND PHYSICAL EDUCATION

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

Health

Students will explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend. Students will learn how to communicate respectfully to resolve challenging issues. They will reflect on why friendships change over time and identify strategies to assist them in establishing respectful friendships.

Assessment: *Students will recognise strategies for managing change and identify influences that strengthen identity. They investigate how emotional responses vary and understand how to interact positively with others.*

Physical Education

This term, students will develop the fundamental movement skills of running, jumping and throwing. Students will apply these skills in simple games and group challenges.

Assessment: *Students will refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges.*