



Curriculum, Teaching and Learning Overview 2025 Year Three

	Term One	Term Two	Term Three	Term Four
English	Examining stories and adapting ideas Students engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. These texts include the literature of Australian, First Nations Australian and world authors, and describe extended events with some unusual happenings within a framework of familiar experiences. Students explore how authors use language and illustrations to portray characters, settings and mood. Students use these texts as models when they create their own imaginative adaptation of a text and discuss their ideas.	Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas. The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading. Students explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning. Students use these texts as models to create their own report to present to an audience.	Students engage with a variety of print and digital texts, including imaginative, informative and persuasive texts, chapter books, films and dramatic performances. Texts include content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas, including literature of First Nations Australians and from a wide range of Australian and world authors. Through these texts, students identify and describe how different language features and structures are used and relevant to their purpose, including the stages of a basic argument. They explore language of evaluation and emotion using modal verbs for more or less force when they express their opinion with supporting arguments and relevant details. Students engage in learning experiences to create a persuasive text.	Students engage with a variety of texts for enjoyment including oral texts, picture books, chapter books, rhyming verse, poetry, films, dramatic performances and texts that support and extend them as independent readers. They explore the effects of imagery, literary techniques and sound devices, examining how texts, including poems, are structured and presented relevant to their purpose and audience. Students identify literal meanings in the texts and explain inferred meanings.
Mathematics	Number manipulate numbers using understanding of place value in the base-10 number system including partitioning and regrouping Space determine key features of familiar spaces and use these when creating spatial representations (maps) Statistics undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results	Number and Algebra manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping, become increasingly aware of the usefulness of mathematics to model situations and solve practical problems develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice, learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context Measurement use metric units to measure and compare events and duration	Number recognise and represent unit fractions and multiples in different ways, communicating solutions within a modelling context, develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice, become increasingly aware of the usefulness of mathematics to model situations and solve practical problems Space determine key features of objects and spaces including angles, and use these when building models and spatial representations Measurement use metric units to measure and compare objects become increasingly aware of the usefulness of mathematics to model situations and solve practical problems, recognise the relationship between dollars and cents and learn to represent money values in different ways	Number manipulate numbers beyond 10 000 using understanding of place value in the base-10 number system, partitioning and regrouping develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 2, 3, 4, 5, and 10 multiplication facts through games and meaningful practice Probability develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events become increasingly able to understand that different outcomes can be the results of random processes
Science	Earth and Space Sciences In this unit, students describe how natural processes and human activity cause changes to Earth's surface. Students investigate the erosion process, record observations, compare predictions with their observations and explain their findings.	Biological Sciences In this unit, students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.	Physical Sciences In this unit, students conduct an investigation about how contact and non-contact forces are exerted on an object. Students design and investigate their own forces game, make a prediction, collect data and identify patterns.	Chemical Sciences In this unit, students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.
Humanities and Social Sciences (HASS)	Australia then and now In this unit, students investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet.		Connection to places: Comparing places and investigating sustainable waste management In this unit, students investigate and compare places and conduct a waste management inquiry.	
The Arts	Visual Arts-Patterns in the playground In this unit, students explore the pattern, texture and shape of their local environment. Students make, display and discuss their own and others' artworks.		Drama-Exploring issues through drama In this unit, students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.	
Technologies	Digital technologies-What digital system do you use? In this unit, students 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.		Design and Technologies-Pinball paradise In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.	
Health and Physical Education (HPE)	Personal, Social and Community Health-Good friends In this unit, students explore the impact of positive social interaction on self-identity. Students investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. Students reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. Movement and Physical Activity-Scoot scoot In this unit, students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. Students apply these skills, concepts and strategies to solve scooter-riding challenges and create and perform a scooter-riding sequence.	Personal, Social and Community Health-Feeling safe In this unit, students investigate how emotional responses vary and understand how to interact positively with others. Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. Students explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe. Movement and Physical Activity-Take your marks, get set, play In this unit, students develop the fundamental movement skills of running, jumping and throwing. Students practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges.	Personal, Social and Community Health-Healthy futures In this unit, students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. Movement and Physical Activity-Having a ball! In this unit, students refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. Students develop their understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 Newcombe. Students apply strategies for working cooperatively and apply rules fairly.	Personal, Social and Community Health-I am healthy and active In this unit, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. Students examine the benefits of physical activity and investigate ways to increase physical activity in their lives. Movement and Physical Activity-Pump it! In this unit, students create and perform movement sequences using fundamental movement skills and the elements of movement.
Languages (Japanese)	The development of oral proficiency at this stage continues to rely on rich language input in different modes. Learners listen and respond by actions to build active listening and comprehension skills. They participate in classroom routines and tasks and use some spontaneous language to describe feelings related to classroom activities. They participate in games and activities and engage with texts through teacher-generated questions and prompting.			