YEAR 3 Curriculum Overview Term 4 2026



PEDAGOGICAL FRAMEWORK
Gradual Release of Responsibility

1. What am I learning?
2. Why am I learning this?
3. How will I know that I have learnt it?

ENGLISH

1. Students **create** an imaginative narrative for an audience of their peers. They **read** and **comprehend** narrative texts.
2. To **develop** and **share** stories with a familiar audience and show an understanding of what they read.

Students will:

3.
- **Publish** an imaginative narrative using appropriate structure (orientation, complication, climax, resolution)
- **Use** and adapt related ideas from mentor narrative texts for audience impact
- **Apply** language features including compound sentences, a variety of verbs and evaluative adjectives
- **Read** and comprehend texts, **identifying** literal and inferred meaning, language features, structure, audience and purpose.

LIBRARY (Specialist Teacher)

1. Students **develop** skills in stop-motion animation, reading comprehension and imaginative writing.
2. To **communicate** ideas visually, understand how authors create meaning and develop ideas for writing.

Students will:

3.
- **Use** stop-motion techniques, including movement, framing, text and transitions, to communicate ideas
- **Identify** language features and vocabulary authors use to create mood
- **Use** clues from texts and illustrations to make inferences
- **Generate** and **develop** ideas for imaginative writing using a provided stimulus.

THE ARTS – VISUAL ARTS (Specialist Teacher)

1. Students **use** line and detail to **create** meaningful pieces of art from around the world.
2. To **improve** fine motor skills and sketching, and to **understand** how line affects artworks.

Students will:

3.
- **Identify** and **compare** different uses of line in a variety of artworks
- **Use** different mediums and techniques to complete a series of artworks encompassing line and fine detail.

MATHEMATICS

1. Students **develop** knowledge within the number (addition, subtraction, division, and representing and ordering numbers) and measurement (time, duration and angles) strands of the Australian Curriculum.
2. To **understand** how to apply maths skills and concepts in their everyday lives.

Students will:

3.
- **Use** mathematical modelling to **solve** practical problems involving single-digit division
- **Use** familiar metric units and formal units of time to **estimate, compare** and **measure** time
- **Identify** angles as measures of turn and **compare** them to right angles
- **Order** and **represent** natural numbers beyond 10 000
- **Partition, rearrange** and **regroup** two- and three-digit numbers in different ways
- **Extend** and **use** single-digit addition and related subtraction facts
- **Apply** additive strategies to **model** and **solve** problems involving two- and three-digit numbers.

THE ARTS – Media Arts

1. Students **create** a media artwork (stop motion) **using** digital devices (iPad/Stop motion app) that innovates on an inclusive practice.
2. To **explore** media arts elements and **interact** with different digital platforms.

Students will:

3.
- **Innovate** on an inclusive practice to collaboratively **create** a stop motion film **using** images, sounds and text
- **Collaborate** using agreed social protocols.

THE ARTS – MUSIC (Specialist Teacher)

1. Students **collaborate** to **arrange** sound, silence, tempo and volume in music.
2. To **learn** about and appreciate how music is composed.

Students will:

3.
- **Identify** different musical elements by listening and responding
- **Use** instruments to **create** music with a small group of peers.

SCIENCE

1. Students **investigate** and **describe** the observable properties of soils, rocks and minerals to explain their importance as Earth resources and how they support living things.
2. To **understand** how soils, rocks and minerals are part of our everyday lives and support the things people, plants and other living things need.

Students will:

3.
- **Compare** and **classify** soils, rocks and minerals using observable properties
- **Describe** how soils, rocks and minerals are used
- **Investigate** relationships between soil properties and plant growth
- **Propose** solutions to improve soil using scientific explanation, scientific vocabulary s and information from different sources.

HEALTH

1. Students **use** knowledge of diversity, inclusive practices, and communication skills to **interact** respectfully with peers.
2. To **understand** how valuing ours and others' strengths and differences helps everyone to feel like they belong.

Students will:

3.
- **Explore** and **analyse** character traits and choices in picture books
- **Understand** children's rights and human rights
- **Recognise** class and community diversity
- **Identify** opportunities to **use** knowledge of diversity and human rights when communicating with others
- **Practice** communication styles to strengthen their understanding of diversity.

PHYSICAL EDUCATION (Specialist Teacher)

1. Students **perform** a group dance for a familiar audience.
2. To **develop** coordination and expressive movement skills.

Students will:

3.
- **Learn** new dance moves
- **Collaborate** to perform a dance
- **Apply** my own movement and balance skills in a 16-count movement sequence.

HUMANITIES AND SOCIAL SCIENCES

1. Students **describe** the importance of making decisions democratically and **propose** individual actions in response to a democratic issue.
2. To **understand** the benefits of making decisions democratically.

Students will:

3.
- **Describe** the importance of making decisions democratically
- **Propose** individual action in response to a democratic issue
- **Explain** the role of rules in their community
- **Communicate** their views on an issue related to rule-making.

LANGUAGES – ITALIAN (Specialist Teacher)

1. Students continue to travel through Italy with Pimpa to **explore** new vocabulary, activities, and cultural elements based on modes of transport. They will engage with stories and videos about Italian transport systems, such as the Vaporetto in Venice, the Trenitalia trains and the classic Vespa.
2. To **use** vocabulary to build simple sentences.

Students will:

3.
- **Name** means of transportation
- **Use** the verb 'to go'
- **Learn** about a number of traditional Italian transports.

SPECIAL EVENTS

- Lingo Fest – 11 November
- JS Arts Jam – 13 November
- Year 3 Dance Performance – 25 November
- Year 3 to Year 5 Track dance: 3–9 Steps Forward Performance – 2 December
- Yr 3-5 Swimming Carnival – 4 December
- Free Dress Day & Christmas Appeal – Week 9 TBC
- Inflatable Grove – 10 December
- Prep – Year 5 Reports emailed – 10 December