

YEAR 3 Curriculum Overview Term 2 2025





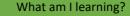






PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility











How will I know that I have learnt it?

ENGLISH



Students will **read, research, plan, draft** and **publish** an information report on a capital city.



To **understand** persuasive skills can be used in an informative context.



Students will:

- Analyse informative texts for text structure and language features (including topic specific vocabulary)
- Identify and use relevant information in provided fact files
- Apply summarising skills to paraphrase information
- Create an informative text using the appropriate text structure (title, introduction, topic paragraphs and conclusion).

LIBRARY (Specialist Teacher)



Students will **identify** key facts about significant places around the world and **participate** in school awareness days and library events.



To **develop** research skills, and **create** informative texts.



Students will:

- Respond to excerpts of informative texts about significant places around the world
- Respond to QAR questions (Question-Answer Relationship)
- Participate in Premier's Reading Challenge, and be exposed to awareness days.

LANGUAGES - ITALIAN (Specialist Teacher)



Students **use** Italian language to **express** their feelings and emotions.



To **develop** language and vocabulary skills to talk about feelings and emotions.



Students will:

- Ask each other how they are feeling
- Express their feeling and emotions
- Explain why they are feeling a certain way
- Associate their feeling to a colour
- Use facial expressions to show their feelings.

MATHEMATICS



Students **develop** their knowledge of number (representing and ordering numbers, addition, subtraction and multiplication), measurement (mass) and 2D mapping (space).



To **understand** how to apply maths skills and concepts in our everyday lives.



Students will:

- 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
- Use mathematical modelling to solve practical problems involving single-digit multiplication
- Recall multiplication facts for twos, fours, fives and tens
- Interpret and create two-dimensional representations of familiar environments
- Use familiar metric units (g and kg) when estimating, comparing and measuring the mass of objects.

THE ARTS – MUSIC (Specialist Teacher)



Students **demonstrate** aural skills by singing with accurate pitch, rhythm and expression and playing instruments (recorders and ukuleles).



To **understand** the horizontal and vertical aspect of music – how melody works with accompaniment – harmony and to **analyse** musical elements within different musical genres.



Students will:

- Learn simple 3 note tunes on recorders and 2 chords on ukuleles
- Play recorders and ukuleles separately and together
- Decide to sing and accompany themselves.

SCIENCE



Students **use** their understanding of materials to suggest explanations of everyday observations.



To **observe** heat and its effects on solids and liquids.



Students will:

- Understand how a change of state between solid and liquid can be caused by adding or removing heat
- Understand science involves making predictions
- Use formal measurements to record observations
 accurately
- Compare results with predictions
- Communicate observations, ideas and findings using formal representations (annotated diagrams).

HEALTH



Students **recognise** how their brain and emotions work and **use** strategies to manage their feelings.



To **develop** strategies so they can take care of their mental health, feel confident, and manage changes in a healthy way.



Students will:

- Recognise and name different emotions they experience in various situations
- Describe how their brain and body react to emotions and how this affects their feelings and behaviour
- Connect to Grow Your Mind animals and Zones of Regulation
- Identify strategies to manage their emotions
- Apply strategies to real life situations.

TECHNOLOGIES - DESIGN



Students **investigate** food and fibre production, and technologies used in modern and traditional societies.



To **understand** how food gets to our plate and how our clothes are made and **recognise** that the way foods and fibres were produced in the past are different to how they are produced now.



Students will:

- **Identify** traditional and modern technologies used in food and fibre production
- Generate and record design ideas using drawings and annotations.
- Design a technology that helps farmers make either food or fibre production quicker, safer or easier.

uggest 🔏

Students **identify** connections between the characteristics of



To **understand** that places are similar and different within Australia and in different parts of the world.

HUMANITIES AND SOCIAL SCIENCES



Students will:

- Describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places
- **Explain** First Nations connection to country/place
- Interpret data to identify and describe simple distributions and draw simple conclusions
- Record and represent data in different formats, including labelled maps using basic cartographic
- Communicate their ideas, findings and conclusions in oral, visual and written forms using simple disciplinespecific terms.

PHYSICAL EDUCATION (Specialist Teacher)



Students **practise** and **apply** movement concepts and strategies with/without equipment for long and short distance running and shot-put throwing.



To **refine** fundamental movement skills, **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.



Students will:

- Analyse video footage of their technique when running over short and long distances and throwing a shot put
- Create and perform movement sequences using fundamental skills and elements of movement.

SPECIAL EVENTS

- Public Holiday: Easter Monday 21 April
- Yr 3-5 Cross Country 22 April
- ANZAC Day Commemoration 23 April
- Public Holiday: ANZAC Day 25 April
- KGSC Open Day 29 April
- Junior School Disco 2 May
- Labour Day Public Holiday 5 May
- Mother's Day Stall 8 & 9 May
- World Bee Day 20 May
- National Simultaneous Story Telling Day 22 May
- Yr 3-5 Sports Day 25 June
- Pyjamarama 27 June