YEAR 3 Curriculum Overview Term 3 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** and **present** a spoken film review that expresses a preference and opinions about a film.
2. To **inform** and **persuade** an audience of their peers about their opinion of a film.
3. **Students will:**
   - **Read** and **analyse** film reviews
   - **Create** a film review using appropriate structure (title, introduction, summary, favourite scene and conclusion)
   - **Use** language features, including topic specific vocabulary, persuasive devices and features of voice
   - **Relate** ideas about characters, themes and cinematography to **express** opinions, preferences (favourite part) and appreciation of texts; and **include** relevant details from learnt topics, topics of interest or texts.

LIBRARY (Specialist Teacher)

1. Students **create** storyboards for existing short films. They **engage** with this year's CBCA nominated literature
2. To **develop** film making skills and narrative plot conventions.
3. **Students will:**
   - **Apply** knowledge of Storyboarding to **create** a series of storyboards for texts and short films
   - **Develop** a range of new endings for a provided film
   - **View** and **respond** to this year's nominated CBCA literature
   - Correctly **identify** birdlife and **create** surveys to represent data.

HEALTH

1. Students **apply** protective behaviours and help-seeking strategies in provided online and offline situations.
2. To **understand** how to keep themselves and others safe online and offline.
3. **Students will:**
   - **Identify** safe and unsafe situations in online and offline environments
   - **Describe** protective behaviours that support safety of myself and others
   - **Apply** help-seeking strategies to **respond** to unsafe or uncomfortable situations
   - **Discuss** how behaviours and decisions can help keep themselves and others safe.

MATHEMATICS

1. Students **develop** knowledge of number, measurement and data strands.
2. To **understand** how to apply maths skills and concepts in their everyday lives.
3. **Students will:**
   - **Make** estimates and **determine** the reasonableness of financial and other calculations
   - **Find** unknown values in number sentences involving addition and subtraction
   - **Create** algorithms to **investigate** numbers and **explore** simple patterns
   - **Use** familiar metric units when **estimating**, **comparing** and **measuring** the capacity of objects
   - **Conduct** guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context
   - **Record**, **represent** and **compare** data they have collected
   - **Represent** money values in different ways.

PHYSICAL EDUCATION (Specialist Teacher)

1. Students **apply** and **demonstrate** movement concepts and strategies when performing passing, catching and kicking skills in games and movement activities.
2. To **develop** coordination, accuracy and team play.
3. **Students will:**
   - **Apply** passing and catching skills to maintain possession during team games
   - **Demonstrate** movement concepts by moving into space to receive a pass
   - **Interpret** and **apply** rules fairly during team games and activities
   - **Perform** cooperative team strategies by passing to teammates and listening to others
   - **Discuss** how movement strategies create scoring opportunities and support team success

SCIENCE

1. Students **investigate** heat energy, conduct a safe and fair test and explain how data helps us identify the best insulating materials.
2. To **suggest** explanations for everyday observations and better **understand** the effect of their actions.
3. **Students will:**
   - **Identify** sources of heat energy and examples of heat transfer in everyday life
   - **Conduct** a safe and fair investigation by considering what to change, what to measure and what to keep the same
   - **Use** tables, observations and column graphs to **organise** and **represent** temperature data
   - **Compare** temperature data to **identify** patterns and relationships between different insulating materials
   - **Describe** how people use data to develop scientific explanations about which materials are the best insulators.

LANGUAGES – ITALIAN (Specialist Teacher)

1. Students immerse themselves in a cultural adventure, travelling with Pimpa through Italy to **explore** the diversity and beauty of this special Country.
2. To **enhance** students' language skills and foster an appreciation for the diversity and beauty of Italy.
3. **Students will:**
   - **Participate** in hands-on activities
   - Challenge their oral proficiency by **talking** and **sharing** ideas with their peers
   - **Name** some famous Italian cities
   - **Explore** Italian traditions, such as Carnevale.

TECHNOLOGY – DIGITAL

1. Students **collect, organise** and represent data using digital technologies.
2. To **develop** digital literacy skills and data representation fit for a purpose.
3. **Students will:**
   - **Collect** and **record** data about observed around the school
   - **Organise** and **represent** data using digital tools such as MS Excel, MS Word and Power Point
   - **Create** a graph to show patterns and trends in the data
   - **Communicate** findings to an audience using a digital system.

HUMANITIES AND SOCIAL SCIENCES

1. Students **identify**, **examine** and **describe** the natural and built changes that occur to places over time. They **sequence** changes to local places in chronological order.
2. To **examine** changes in our environment and **understand** how places grow and develop over time.
3. **Students will:**
   - **Identify** and **examine** the similarities and differences between photos of local places from the past and the present
   - **Identify** and **describe** natural and built changes to places over time
   - **Sequence** a timeline to **represent** how places have developed over time
   - **Communicate** ideas to **explain** and **describe** how the natural and built changes in local areas change over time.

THE ARTS – MUSIC (Specialist Teacher)

1. Students **discuss** how other musicians use the elements of music.
2. To **develop** the skills to analyse different types of music.
3. **Students will:**
   - **Discuss** how others use the elements of music in performance and composition
   - **Analyse** instruments used in different pieces of music.

SPECIAL EVENTS

- Night of Dance – 17 July
- Parent Teacher Interviews – 20 & 30 July
- Ekka Public Holiday – 12 August
- Book week assembly – 25 August
- Instrumental Music Gala Concert – 20 August
- Father's Day Stall – 2 & 3 September
- Student Free Day – 4 September
- Lapathon – 18 September