

Year 3, Term 2, 2025 Curriculum Overview



English *This will be taught, assessed and reported on*

Students engage with a range of informative texts that present content of increasing complexity and technicality about topics studied in the HaSS learning area. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary.

Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features.

Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.

This unit has been designed to align closely with the HaSS unit.

Maths *This will be taught, assessed and reported on*

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- manipulate numbers using a range of strategies including partitioning and regrouping that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system
- develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice
- use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning
- make estimates when solving problems to determine the reasonableness of calculations when checking the solution
- recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations
- identify everyday situations when using metric units to measure and compare events and duration.

Science *This will be taught, assessed and reported on*

Students will identify different sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean. Through guided investigations and collaborative inquiry, students will explore and identify everyday examples of evaporation, condensation and precipitation. They will also explore where tap water comes from and predict what happens to water that goes down the drain. Extending their understanding, students will then consider why we are encouraged to save and recycle water.

HaSS *This will be taught, assessed and reported on*

Students will explore the diverse experiences of people living in Australia before and after British settlement in 1788. They will investigate the reasons behind the establishment of the first British colony, examining key events and the causes of colonisation. Students will consider the significant and lasting effects of colonisation on both people and the environment, with a particular focus on the perspectives of First Nations Australians. Throughout the unit, students will develop historical questions and learn how to locate, collect, and record information from a variety of sources. They will practise analysing and interpreting this information to understand different points of view and draw informed conclusions about Australia's early colonial history.

This unit will be assessed alongside the English unit.

HPE *This will be taught, assessed and reported on*

For Health & Wellbeing, students explore and practise conflict resolution strategies that include recognising and expressing emotions effectively, understanding of the importance of active listening and evaluating options to make decisions. Students build emotional resilience to cope with challenging situations personally and within friendships and explore their Circle of Control. For PE, students will engage in a program of golf instruction provided by a professional coach. They will also apply fundamental movement skills and demonstrate movement concepts, across a range of situations, adapting movement strategies to enhance movement outcomes.

The Arts *This will be taught, assessed and reported on*

Students explore rap music as a form of musical storytelling and self-expression. They investigate how rhythm, voice, and lyrics are used to portray emotions, and ideas. Students will:

- Develop aural and performance skills by imitating and creating rhythmic patterns, vocal effects, and beats in rap music, using elements such as rhythm, pitch, tempo, and dynamics.
- Create and perform rap pieces that express ideas, selecting and organising sounds, silence, and tempo, and respond to rap music by identifying meaning and purpose.

Auslan *This will be taught, but not assessed or reported on*

Students developed their use of emotion signs and learned to build sentences in Auslan. They participated in Emotions Bingo, engaged with the Emotions Song, and used sign structure and facial expressions to communicate feelings clearly.

Technologies

In 2025, this learning area will be taught in Semester 2.