

# Year 3, Term 1, 2025 Curriculum Overview



<p><b>English</b> <i>This will be taught, assessed and reported on</i></p> <p>Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models. Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.</p>	<p><b>Maths</b> <i>This will be taught, assessed and reported on</i></p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>manipulate numbers beyond 10 000 by partitioning and regrouping using understanding of place value in the base-10 number system</li> <li>begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns</li> <li>use meaningful practice to extend and apply 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</li> <li>use games develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events</li> <li>use chance experiments to understand that different outcomes can be the results of random processes.</li> </ul>
<p><b>Science</b> <i>This will be taught, assessed and reported on</i></p> <p>Students learn about various types of forces, including frictional, gravitational, and magnetic. The key understanding that forces can be exerted by one object on another through direct contact or from a distance and affect the motion (speed and direction) of objects is explored throughout the lessons. Students learn how to use force arrows to represent the direction and magnitude of forces acting on an object.</p>	<p><b>HaSS</b> <i>This unit will be taught across Terms 1 &amp; 2, then assessed and reported on in Term 2</i></p> <p>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.</p>
<p><b>HPE</b> <i>This will be taught, assessed and reported on</i></p> <p>For Health &amp; Wellbeing, students will identify and express the six basic emotions and continue to explore a range of three levels to each emotion, define both happiness and sadness, their importance, activities and behaviours that contribute to these emotions and management strategies; develop an understanding of emotion regulation through basic brain anatomy and responses, analyse their personal strengths and weaknesses to begin simple goal setting. For PE, students will engage in a program of gymnastics instruction provided by a professional coach. They will also apply fundamental movement skills and demonstrate movement concepts across a range of situations.</p>	<p><b>The Arts</b> <i>This will be taught, assessed and reported on</i></p> <p>Students make and respond to music by exploring how rhythm, movement, and sound can be created using body percussion and everyday objects. Inspired by the performance style of STOMP, students investigate how music can be made without traditional instruments, using their bodies and found materials to express ideas and create dynamic soundscapes. Students will:</p> <ul style="list-style-type: none"> <li>Create, perform, and respond to music using body percussion and found objects, exploring elements such as rhythm, dynamics, tempo, and timbre to express ideas.</li> <li>Listen to and analyse music that uses unconventional instruments, identifying how musical elements are used to create meaning.</li> </ul>
<p><b>Auslan</b> <i>This will be taught, but not assessed or reported on</i></p> <p>Students practised fingerspelling the complete Auslan alphabet and used basic greetings and classroom signs in conversation. They took part in games like Alphabet Bingo and dice to consolidate their knowledge and learned to perform and sign along with the Welcome Auslan song, showing growing fluency and accuracy.</p>	<p><b>Technologies</b></p> <p>In 2025, this learning area will be taught in Semester 2.</p>