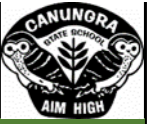


# YEAR 3, 2025



ENGLISH	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>➤ ENGLISH Overview</li> <li>➤ PLD: Spelling and dictation</li> <li>➤ Phonics</li> <li>➤ Fluency &amp; Comprehension</li> <li>➤ Targeted Reading</li> <li>➤ Buddy Reading</li> <li>➤ Rigorous Shared Reading</li> </ul>	<b>T1 Examining imaginative texts: 'The Fantastic Mr Fox'.</b> Read chapter book and write a review. <b>Reading:</b> Fluency & Comprehension – <b>Writing:</b> Imaginative multi-modal text PPT <b>PLD-</b> Spelling <b>For assessment, students:</b> <ul style="list-style-type: none"> <li>• create and deliver a multimodal presentation to review and imaginative text.</li> </ul>	<b>T2 Examining Informative Texts: Insects</b> Read Information reports about plants and minibeasts <b>Reading:</b> Fluency & Comprehension <b>Writing:</b> Information reports - minibeasts <b>PLD -</b> Spelling <b>For assessment, students:</b> <ul style="list-style-type: none"> <li>• read, view and comprehend a simple informative text</li> <li>• create a written and multimodal informative text for an audience.</li> </ul>	<b>T3 Exploring language to express opinions – Persuasive</b> Read a variety of persuasive texts <b>Reading:</b> Fluency & Comprehension <b>Writing:</b> Persuasive paragraphs <b>PLD -</b> Spelling <b>For assessment, students:</b> <ul style="list-style-type: none"> <li>• create a spoken text to express a preference and opinion about a favourite activity.</li> </ul>	<b>T4 Novel study: 'Kumiko &amp; The Dragon'</b> Read chapter book <i>Kumiko and the Dragon</i> and write a narrative. <b>Reading:</b> Fluency & Comprehension – Kumiko <b>Writing:</b> Write a narrative <b>PLD-</b> Spelling <b>For assessment, students:</b> <ul style="list-style-type: none"> <li>• read, view and comprehend an imaginative text</li> <li>• create a written narrative text using ideas drawn from 'Kumiko and the Dragon'.</li> </ul>
MATHS	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>➤ MATHS Overview</li> <li>➤ Maths Mentals</li> <li>➤ Problem Solving</li> <li>➤ Investigations</li> </ul>	Order and represent natural numbers beyond 10 000. Partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Create algorithms to investigate numbers and explore simple patterns. Find unknown values in number sentences involving addition and subtraction. Make, compare and classify objects using key features. Interpret and create two-dimensional representations of familiar environments. Represent unit fractions and their multiples in different ways.	Extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. Record, represent and compare data they have collected. Use familiar metric units when estimating, comparing and measuring the attributes of objects and events. Represent money values in different ways. Interpret and create two-dimensional representations of familiar environments.	Estimate and compare measures of duration using formal units of time. Use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies.	Conduct guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context. Use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. Conduct repeated chance experiments and discuss variation in results. Identify angles as measures of turn and compare them to right angles. Make estimates and determine the reasonableness of financial and other calculations.
SCIENCE	Term 1 (Reporting)	Term 2 (Reporting)	Term 3 (Teach & Monitor)	Term 4 (Teach & Monitor)
<ul style="list-style-type: none"> <li>➤ SCIENCE Overview</li> </ul>	<b>T1 Day &amp; Night</b> Presentation about the Earth's movement	<b>T2 Living and Non-Living</b> Investigating Living Things	<b>T3 Hot Stuff</b> Investigating Heat	<b>T4 Solids &amp; Liquids</b> Changing States
HASS	Term 1 (Teach & Monitor)	Term 2 (Teach & Monitor)	Term 3 (Reporting)	Term 4 (Reporting)
<ul style="list-style-type: none"> <li>➤ HASS Overview</li> </ul>	<b>T1 Australian Celebrations &amp; Commemorations</b>	<b>T2 Australian Places</b>	<b>T3/4 Australia &amp; Neighbours</b> Australia's Neighbours Knowledge Test & Source Analysis	
TECHNOLOGY	Term 1 (Reporting)	Term 2 (Reporting)	Term 3	Term 4
<ul style="list-style-type: none"> <li>➤ TECHNOLOGY Overview</li> <li>➤ DESIGN TECHNOLOGY</li> <li>➤ DIGITAL TECHNOLOGY</li> </ul>	<b>T1 Unit: Digital Systems</b> Assessment: Digital Systems, their components and purpose	<b>T2 Unit: Data Representations</b> Assessment: Representing Data and its purpose	<b>T3 &amp; T4 Design Tech Repurpose It!</b> Repurpose a t-shirt into a bag	
ARTS	Term 1 Music	Term 2 Music	Term 3 Music (Reporting)	Term 4 Music (Reporting)
<ul style="list-style-type: none"> <li>➤ ARTS Overview</li> <li>➤ Band</li> <li>➤ Strings</li> <li>➤ Choir</li> <li>➤ Concerts</li> </ul>	Aural skills. Identifying rhythmic and melodic patterns; ostinato. Incorporating ostinatos into compositions and performance. Music notation. Playing instruments considering elements of tempo, dynamics, rhythm and beat.		T3 & T4 Analysing elements in music to create meaning and mood. Aural skills Dynamics, tempo, timbre, pitch, musical expression. Performing music Assessment: responding to Australian Music	
	<b>YEAR 3 – Visual Arts (Reporting)</b> Objects and Clay		<b>YEAR 3 – Dance (Reporting)</b> T3 Wildlife Watch To respond to, choreograph and perform dance by representing ideas and stories about animals and environment.	
PE	Term 1 (Reporting)	Term 2 (Reporting)	Term 3 (Teach & Monitor)	Term 4(Teach & Monitor)
<ul style="list-style-type: none"> <li>➤ PE Overview</li> </ul>	<b>T1 Invasion Games – Striking &amp; Fielding Games</b> Cross Country Training – 4 Weeks	<b>T2</b> Athletics – Running, Relays, Shot Put, High & Long Jump	<b>T3</b> Striking & Fielding; Net & Wall; and Invasion Games	<b>T4</b> Striking & Fielding; Net & Wall; and Invasion Games
HEALTH			Term 3 (Reporting)	Term 4 (Reporting)
<ul style="list-style-type: none"> <li>➤ Health Overview</li> </ul>			<b>Good Friends</b> Explore the impact of good social interaction	<b>Feeling Safe</b> How do our emotional responses vary?
LOTE(Japanese)	Term 1 (Teach & Monitor)	Term 2 (Teach & Monitor)	Term 3 (Reporting)	Term 4 (Reporting)
<ul style="list-style-type: none"> <li>➤ LOTE Overview</li> </ul>	Amazing places		A day at school	
EXCURSIONS & INCURSIONS	Fantastic Mr Fox Day		Street Science IncurSION	
EVENTS	NAPLAN Easter Hat Parade	School Photos Cross Country Carnival Colour Run National Storytime Day ANZAC Day Ceremony	Athletics Carnival School Disco NAIDOC Week performance State of Origin Free Dress Day Book Parade Life Ed	School Family Fun Day Swimming Lessons Day for Daniel Talent Quest Junior Water Fun Day OWL Awards Day

