Year 3 2026 Semester 2 Unit and Assessment Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

VERSION 9 ENGLISH

Term 3	Term 4
Learning: **Examining, creating and sharing persuasive texts** Students engage in learning experiences to create a persuasive text to express an opinion including supporting arguments with relevant details. They explore language of evaluation and emotion using modal verbs for more or less force when they express their opinion.	***Learning:*** **Completing a novel study** Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, setting and mood. They read, view and comprehend texts that extend their abilities as independent readers.
Assessment **Writing to express an opinion** • To create a written argument to express an opinion. **Speaking and Listening** • To create a spoken text to express a preference and opinions about a favourite activity.	***Assessment:*** **Writing and creating imaginative texts** • To create a writen narrative text using ideas drawn from a familiar text. **Reading Comprehension** • To read, view and comprehend an imaginative text.

Versionb 9 MATHEMATICS

Learning: ***Number, Algebra, Space and Measurement*** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations • communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways • learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context • build fluency from understanding by extending and applying their 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 through games and meaningful practice • use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations • identify everyday situations when using metric units to measure and compare objects.	***Learning:*** **Number, Algebra, Probability** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • manipulate numbers beyond 10 000 by partitioning and regrouping using understanding of place value in the base-10 number system • begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns • 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 • use games develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events • use chance experiments to understand that different outcomes can be the results of random processes.
Assessment: **Number and Mathematical modelling** • Representing fractions and using mathematical modelling to solve practical problems. **Measurement and Space** • Measuring length, mass and capacity and making and classifying objects.	***Assessment:*** **Number, Algebra and Computational thinking** • Ordering and representing numbers, solving problems, finding unknowns and creating algorithms. **Probabilty and Probabilty experiment and simulation** • Identifying likelihood of events and conducting chance experiments.

SCIENCE

Learning: • Students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas.	***Learning:*** • Students investigate the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life.
Assessment: • Students conduct an investigation into the behaviour of heat to explain an everyday observation. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.	***Assessment:*** • Students predict and explain how a solid and liquid change state by adding or removing heat.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: Students will investigate how and why are places similar and different?
Assessment: • Students represent data about places and compare places. They explain the importance of making decisions democratically and the role of rules in the community and devise an action in response to an issue.

DESIGN and TECHNOLOGY

Learning: • Students will explore and use a range of digital systems including peripheral devices and create a digital solution using a visual programming language.
Assessment: • Assessment of student learning will be gathered from a design challenge and project using a Probot.

HEALTH and PHYSICAL EDUCATION (HPE)

Physical Education **Pump It** ***Learning:*** • Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. **Splish Splash** Students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke, and solve aquatic challenges using safety and survival skills. They will examine the benefits of being fit and physically active, and how they relate to swimming.
Assessment: The assessment will gather evidence of the student's ability to: • perform movement sequences using fundamental movement skills and the elements of movement • understand the benefits of being healthy and physically active. • perform aquatic skills and recognise swimming strokes to complete swimming stroke sequences.
Learning: Health • Students investigate the concepts of physical activity and sedentary behaviours while searching the recommendations of physical activity for 5- to 12-year-olds. They explore the benefits of physical activity and investigate ways to increase physical activity.
Assessment: Health • Students conduct a survey to collect data on play activity options in the school playground and suggest other games/ activities that match their interests.

THE ARTS

Learning: **Media Arts** • Students explore magazine cover design through representation and characterisation of people in their community, including themselves, and compare the digitisation of magazines on the internet.
Assessment: • Students explore media artworks that inform the making of an electronic magazine cover that appeals to a target audience.
Learning: Music • Students perform and respond to music by exploring the ways that characters from film and media are portrayed musically. They learn about the instruments of a symphony orchestra and identify them in recorded music examples
Assessment: Music • Students perform and respond to the elements of music that represent characters and action in film and media. They perform music with texture in a small group and identify and compare the timbre of orchestral instruments that are used to portray different characters in the 'Peter and the Wolf' film.

JAPANESE

How Do We Celebrate? ***Learning:*** • Students will use language to explore the concept of celebrations in Japan and Australia and make connections with their own experiences
Assessment: • Students create short informative and descriptive texts about a favourite Australian celebration in Japanese. (written, oral)

GENERAL CAPABILITY DIGITAL LITERACY

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating.

Yours Sincerely

Year 3 Teaching Team

Yours Sincerely



Karryn Brunetto

Principal