



Curriculum Overview YEAR 3 Term 1 2025

What we are learning about at school

SPECIALIST TIMETABLE

Where Specialists are split (e.g. Science / Digi Tech), the subjects alternate on a weekly basis.

	Monday	Tuesday	Wednesday	Thursday	Friday
LA 23	PE 2:30-3:30	Spanish Music 2:30-3:30		Digitech / Science 11:30-12:30 Art 12:30-1:30	
LA 24	PE 10:00-11:00	Art 2:30-3:30		Science / Digitech 11:30-12:30 Spanish Music- 12:30-1:30	
LA 30			Spanish/Music- 2:30-3:30	ART 11:30-12:30 Digitech / Science 12:30-1:30	PE 12:30-1:30
LA29		ART 11:30-12:30	PE 11:30-12:30	Spanish Music 9:00-10:00 Science / Digi Tech 10:00-11:00	

IMPORTANT DATES FOR Year 3 FOR 2025

MARCH

- 4th March - Meet and Greet PSTC
- 10th March - Labor Day Public Holiday
- NAPLAN Testing Period: Wednesday 12 March 2025 - Monday 24 March

APRIL

- 4th April - Term 1 Progress reports released
- 4th April- Last day of term 2:30 Dismissal

FUTURE DATE:

- Camp: Monday August 18th - Wednesday August 20th

WELLBEING

This term, students will focus on emotional literacy, persistence, and inclusivity. They will learn to recognise and express emotions, develop a growth mindset, and explore the importance of respect and diversity.

Key Learning Areas:

- NAIDOC Week – Understanding its meaning and significance

- Respectful Communication – Using manners and greetings in school
- Emotional Literacy – Identifying emotions and their triggers
- Persistence & Growth Mindset – Developing resilience and positive self-talk
- Neurodiversity Week – Learning about neurodivergence and common differences
- Harmony Day – Celebrating inclusivity and diversity

By the end of the term, students will build emotional awareness, develop persistence, and learn the importance of respect, inclusion, and diversity.

READING

Students will:

- read an increasing range of imaginative, informative and persuasive texts independently and in whole class, small group and partner situations.
- understand how texts are different depending on their purpose and audience.
- apply knowledge of letter-sound relationships to read more complex words.
- recognise most high frequency words.
- make connections between personal experiences and texts read.
- use comprehension strategies to understand directly stated and implied meaning in texts.

WRITING

Students will:

- plan, draft and publish narratives, procedurals, autobiographies and persuasives.
- understand that paragraphs are a key feature of written texts.
- use letter-sound relationships and less common letter combinations to spell words.
- reread and edit own writing.

SPEAKING AND LISTENING

Students will:

- demonstrate active listening and understanding by asking relevant questions.
- actively participate in group and class discussions by making relevant contributions.
- use appropriate tone, pace, pitch and volume appropriate to various settings.

MATHEMATICS

Students will:

- recognise, represent and order numbers beyond 10 000.
- identify, explain and use the properties of odd and even numbers.
- recognise and explain the connection between addition and subtraction.
- use knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers.
- add and subtract two- and three-digit numbers.
- use mathematical modelling to solve practical problems involving additive situations.
- identify angles as measures of turn.
- use right angles as a reference to compare angles in everyday situations.

GLOBAL STUDIES

This term, students will explore identity and how culture, family, hobbies, and personal strengths shape who they are. They will also learn about diversity and the importance of inclusion.

Students will:

- understand identity, social, emotional, and cultural influences.
- recognise similarities and differences between people.

- explore how diversity contributes to wellbeing and inclusion.

By the end of the term, students will identify their strengths, understand diversity's role in wellbeing, and learn ways to be inclusive and respectful.

PHYSICAL EDUCATION

Students will begin to apply basic and some two and three step movement skills through games and activities. They will begin to demonstrate strategies and movements to create scoring opportunities during game simulations. Students will begin to give examples of and demonstrate fair decision-making through games and sports.

VISUAL ARTS

Students will start by designing individual art folios, while exploring various font styles using pencils and markers. This activity encourages creativity and attention to detail in their designs.

Building on these skills, students will create a rainforest collage inspired by Jeannie Baker's *Where the Forest Meets the Sea*. Using mixed media, students will gain experience combining textures and materials to produce a layered artwork.

The focus will then shift to a detailed study of the famous artist Yayoi Kusama. Her background story and famous paintings will be explored. Students will have the opportunity to experiment with oil pastels and water paints to create an artwork based on Kusama's famous work entitled *Mushrooms*, 2003.

SPANISH MUSIC

Term One begins with an introduction, outlining rules, responsibilities, and readiness to learn, referring to the Whole School Behaviour Expectations.

Students complete a holiday-themed writing activity, practising how to say and write what they did on Las Vacaciones including a place and with whom they went, creating a picture with a Spanish title based on their holidays.

The unit El Tiempo introduces students to weather-related vocabulary building upon their prior knowledge from Foundation-2. The learning intention (L.I.) is: *Yo puedo decir ¿Cómo está el tiempo en español?* (I can say how the weather is in Spanish).

Students are introduced to the concept of Clima (climate) and review Estaciones y Calendario (seasons and calendar), reinforcing prior knowledge while expanding their understanding of weather expressions in Spanish. Activities include class discussions and interactive weather charts where students practice saying phrases such as *Hace frío* (It's cold), *Hace calor* (It's hot), and *Llueve* (It's raining).

Students will also revise:

- Los días de la semana (Days of the week)

- Meses (Months)
- Clima (Weather)
- Estaciones (Seasons)

In the music component, the focus is on Instrumentos, specifically the Ukulele. Students learn to play and strum the chords G, Am, C, and F, developing their ability to change between chords smoothly and strum in time. Rhythm exercises will reinforce beat counting and coordination.

By integrating music and language learning, students will describe the weather while accompanying themselves on the ukulele, combining Spanish vocabulary with musical performance to create an engaging and dynamic learning experience.

The unit culminates in a project where students will create a weather/news anchor role-play video, presenting the weather in Spanish while incorporating vocabulary and concepts learned throughout the unit.

SCIENCE

Earth and Space Sciences

Students will be learning about Earth Sciences. They will commence exploring soil, rocks, landscapes and the natural changes that occur over time.

Students will participate in a number of hands-on, shared learning experiences that allow them to begin investigating soil and rocks close-up, and developing their understanding of their features.

Through a case study on Uluru, students will look at erosion and changes to rocks and landscapes over time, also learning about some of the sites in this region that are sacred to Aboriginal people.

DIGI TECH

Digital Systems & Security

Students will learn to access their school account using memorised passwords and explain why it should be easy to remember but hard for others to guess. Explaining how keeping a password secret prevents others from accessing their data, for example how their work is saved in their account and can only be accessed using their secret password.

Data, Information and Privacy

Students will identify what personal data is stored and shared on their online accounts and discuss any associated risks. They will explore how safe sharing of content with a select audience looks like, for example sharing a holiday adventure without revealing exact dates, specific names or other personal information.

If you have any questions, you can contact your child's teacher via Compass or school phone during working hours.