

# Year 3 Curriculum Map

## Term 1, 2026



### Information for Parents & Carers

#### English

##### Creating information reports

**Teaching and Learning:** Students engage with a variety of informative texts with content of increasing complexity and technicality about the life cycles of animals and plants. Students explore how information texts are typically structured and presented relevant to the purpose. Students examine how language features and images extend meaning.

**Assessment:**

Reading Comprehension: To read, view and comprehend simple informative texts.

Written task: To create a written and multimodal informative text for an audience.

#### Maths

##### Mapping and Statistics

**Teaching and Learning:** Students will learn about and be assessed on the following concepts -

- Manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value
- Develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practise
- Explore maps and determine key features of familiar spaces and use these when creating spatial representations
- Undertake a statistical investigation that is meaningful, allowing decision-making about the use and representation of data and communicate findings

**Assessment:**

**Mapping:** Interpret and create a map

**Data:** Conduct a statistical investigation and create, interpret and compare data displays.

#### Science

##### Chemical & Physical Sciences

**Teaching and Learning:** Students will investigate changes of state, including melting and freezing, by observing and recording how material properties change with the addition or removal of heat. They classify materials as solids, liquids or semi-solids, identify sources of heat, and measure temperature change. Students also compare how effectively heat transfers through different materials and apply this understanding to everyday decision making, such as selecting suitable conductors or insulators.

**Assessment:** Students will identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another. Investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state

#### Design Technology

##### What's for Lunch?

**Teaching and Learning:** Students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.

**Assessment:** Students will describe contributions of people in design and technologies occupations to meet community needs and describe how features of technologies can be used to produce designed solutions. Students will use old technology to make ice cream.

#### Humanities and Social Sciences (HASS)

##### Our Unique Communities

**Teaching and Learning:** This semester, students will investigate the question 'How and why are ANZAC Day commemorations significant for different groups?' Through this investigation, students will learn about individuals, events and aspects of the past; points of view about different celebrations and commemorations; and contributions and participation of others in events.

**Assessment:** To conduct an inquiry to answer the following inquiry question – How and why are Anzac Day commemorations significant for different groups?

#### The Arts

##### Exploring issues through drama

**Teaching and Learning:** Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue.

**Assessment:** Students devise, respond to and perform drama about endangered animals.

#### Health & Physical Education

##### Health: Feeling Safe

**Teaching, Learning & Assessment:**

Students use decision-making and problem-solving skills to stay safe by exploring risk-taking behaviours, rights and responsibilities, and bullying. They investigate how emotional responses vary and learn strategies for interacting positively with others.

**PE: Having a Ball (Fast 4 Newcombe)**

**Teaching, Learning & Assessment:**

Students will be assessed on their ability to perform passing and catching skills within individual and game situations or challenges.