

# Year 3 Curriculum Map

## Term 2, 2026

### Information for Parents & Carers



#### English

##### Exploring language to express opinions

**Teaching and Learning:** Students will engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. Through these texts, students will explore how they are created, using different language features and structures depending on their purpose and audience. Students will create persuasive responses for a particular purpose and audience. They will use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade.

**Assessment:** Students will create a spoken text to express a preference and opinions about the best or worst pet.

#### Maths

##### Number, Algebra and Measurement

Over the course of Term 2, students will learn about and be assessed on the following concepts:

- Manipulate numbers using strategies like partitioning and regrouping, building fluency with single-digit addition facts and place value in the base-10 system.
- Develop, extend and apply addition, multiplication and related subtraction and division facts, recognising connections and developing automaticity with 3, 4, 5 and 10 multiplication facts through games and practice.
- Use a modelling context to select and apply calculation strategies, communicating solutions with reasoning.
- Estimate to check the reasonableness of calculations.
- Recognise dollar-cent relationships and represent money values in various ways, focusing on real-world contexts.
- Identify metric units in everyday measurement situations to compare events and duration.

**Assessment:**

**Number:** Using mathematical modelling, makes estimates and additive strategies to solve problems

**Measurement:** Estimating, measuring and comparing duration of events

#### 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.

#### 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.