Year 3 CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4
	Excursion: Nudgee Beach EEC 'How does it live?- Science	**Excursion: Bunyaville EEC 'Camping on Country' Geography**	**Incursion: Brisbane Urban EEC 'The times are changing' History**	
ENGLISH	**Literary Discussion- Expressing Opinions About Imaginative Texts**	**Informative- Travel Brochure**	**Persuasive- Favourite Pet**	**Narrative- Kumiko and the Dragon**
	Students explore a range of imaginative texts such as picture books, poetry, and dramatic performances to develop their understanding of how authors use language features and literary devices to engage readers. They respond to these texts through discussion, writing, and creative projects, using the texts as models for their own imaginative writing. Students also practise speaking and listening skills, using expressive and formal language when presenting their ideas to others. Students will create a book review, for a peer, about one of the texts from the unit. It will contain a summary, opinion and recommendation.	Students engage with a variety of informative texts about familiar topics and areas of study, learning how factual descriptions, reports, and explanations are structured and presented. They use their growing reading and language knowledge to identify key information and evaluate how authors use language and visuals to convey meaning. In writing, students create short informative pieces with clear organisation, topic-specific vocabulary, and visual features that support their ideas.	Through the humorous text *The World's Worst Pets* by David Walliams, students explore how authors use language, structure, and humour to influence their audience. They analyse persuasive techniques and apply them to express opinions and support arguments using emotive and evaluative language. Reading and writing tasks are supported by related fiction and non-fiction texts about unusual animals. Students also strengthen their oral presentation skills by delivering persuasive arguments to an audience.	In this unit, students develop their understanding of narrative structure by studying a novel that features imaginative events, detailed settings, and expressive characters. They analyse how authors and illustrators use language and imagery to build mood and meaning. Students respond to the text through discussion and creative writing, crafting their own stories with clear structure, grouped ideas, and descriptive language.
MATHS	**Number, Algebra, Space, Statistics**	**Number, Algebra, Measurement**	**Number, Algebra, Space, Measurement**	**Number, Algebra, Probability**
	• Recognise that mathematics has conventions and language that help communicate ideas and results, and manipulate numbers using physical and virtual materials to build understanding of place value in the base-10 system. • Develop, extend, and apply addition and multiplication facts, and related subtraction and division facts, through games and meaningful practice. • Explore maps to identify key features of familiar spaces, create spatial representations, and undertake meaningful statistical investigations to collect, represent, and communicate data. • Recognise the relationship between dollars and cents, represent money values in everyday contexts, and order and represent natural numbers beyond 10,000.	• Manipulate numbers using strategies such as partitioning and regrouping, building fluency with single-digit addition facts and place value in the base-10 system. • Develop, extend, and apply addition and multiplication facts, along with related subtraction and division facts, using connections between operations and practising 3, 4, 5, and 10 multiplication facts through games and meaningful activities. • Use modelling contexts to choose calculation strategies, communicate solutions, and justify reasoning, including making estimates to check the reasonableness of answers. • Identify everyday situations where metric units are used to measure and compare events and durations.	• Recognise the usefulness of mathematics to model situations and solve practical problems in everyday contexts. • Communicate solutions in a modelling context by representing unit fractions, multiples, and key features of objects and spaces, including angles, when creating models and spatial representations. • Develop and apply addition, multiplication, subtraction, and division facts, using connections between operations and practising 3, 4, 5, and 10 multiplication facts through games and meaningful activities. • Identify and use metric units in everyday situations to measure and compare objects and events.	• Manipulate numbers beyond 10,000 by partitioning and regrouping, using understanding of place value in the base-10 system. • Apply algorithms and technology to experiment with numbers, recognise patterns, and explore relationships between operations. • Extend and apply addition, multiplication, subtraction, and division facts through meaningful practice, developing automaticity for 3, 4, 5, and 10 multiplication facts. • Develop an understanding of chance through games and experiments, using chance language to describe outcomes and recognising that different results can arise from random processes.
SCIENCE	**Biological Science**	**Earth Science**	**Chemical Science**	**Physical Science**
	Students classify and compare living and non-living things, recognising that some classifications are not always clear-cut. They investigate life cycles of plants and animals, using tables, drawings, and digital tools to represent growth and change. Students explore patterns and relationships between characteristics and life stages, using scientific vocabulary to describe metamorphic and non-metamorphic life cycles. They consider how understanding life cycles helps humans create environments that support biodiversity, such as habitats for insects and frogs.	Students investigate soils, rocks, and minerals, exploring their properties such as texture, colour, drainage, stability, and durability. They examine how these materials are used in the built and natural environment, including buildings, tools, and electronics. Students learn from Aboriginal and Torres Strait Islander knowledge about the use of rocks and minerals for tools and pigments. They use tables and graphic organisers to collect, organise, and compare data. Students apply scientific explanations and vocabulary to solve problems, such as selecting the best material for a playground pathway.	Students investigate changes of state such as melting and freezing, and compare the properties of solids and liquids before and after these changes. They learn that these processes involve the addition or removal of heat energy and identify materials that are semi-solid, such as jelly. Students explore practical applications of changes of state and how they support sustainable material use. They plan and conduct fair and safe investigations using scaffolds and graphic organisers, record and compare findings, and use scientific language to describe materials' properties and behaviours.	Students identify sources of heat and explore how it can be felt, measured, and transferred. They compare how well different materials conduct heat and discuss how this knowledge informs real-world decisions, such as selecting insulators and conductors. Using thermometers and timers, students plan and conduct safe, fair investigations into heat transfer and temperature change. They collect and organise data using tables and digital tools, creating simple graphs to identify patterns, such as how temperature affects melting time.

HASS	**Civics and Citizenship** Students learn about the roles, responsibilities, and rules that help communities work together fairly and safely. They explore why rules are important, how they are made and applied, and what it means to be an active and respectful community member. Students identify ways people contribute to their local community and discuss how decisions can affect others. Through discussions and role-play, they practise expressing opinions, listening to different viewpoints, and participating in shared decision-making.	**Geography** Students explore how places in Australia and neighbouring regions are represented using maps and other geographical tools. They locate states, territories, capital cities, and neighbouring countries, and learn about the connections First Nations Australians have with Country/Place before colonisation. Students compare places, identifying similarities and differences in natural, managed, and built features, and collect information from maps, images, and other sources. They apply their learning by creating a travel brochure that describes a neighbouring country and compares it with Australia.	**History** Students explore how their community and daily life have changed over time. They investigate important people, events, and developments that have shaped their local area, and consider how different perspectives help us understand the past. Using sources such as photographs, maps, and oral histories, students sequence events on a timeline and describe continuity and change in their community. They communicate their understandings through narratives, timelines, and visual representations of the past.	
HPE/HEALTH	**Managing changes and understanding influences on behaviours** Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions. Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.		**Adapting movement strategies and interpreting health information** Students interpret health information and messages, reflecting on how these influence decisions and behaviours to support their health, safety, relationships, and wellbeing. They refine and combine fundamental movement skills, applying movement concepts and strategies in games, sports, and other contexts, including unfamiliar situations. Students select and use personal and social skills to demonstrate fair play, inclusion, and to build and manage positive relationships.	
TECHNOLOGY		**Design and Technologies: Food and Fibre production; Food Specialisation** Students explore food and fibre production, learning how foods are grown, processed, selected, and prepared to meet different needs. They consider sustainable practices, including seasonal and local foods, and explore traditional and modern methods, including First Nations Australian practices. Students plan and safely make a designed breakfast using tools, materials, and techniques, and generate and evaluate design ideas. They apply design criteria and consider the needs and perspectives of peers and the wider community.	**Digital Technologies: Digital Systems** Students develop their computational thinking by designing and creating simple digital solutions, both individually and collaboratively. They practise defining problems using provided design criteria and co-developed user stories, strengthening their ability to plan and refine solutions. Students follow and describe simple algorithms that incorporate branching and iteration, implementing them as visual programs.	
THE ARTS		**Visual Art** Students explore ideas, experiences, and stories through a range of visual arts techniques and materials. They experiment with elements such as line, colour, shape, texture, and space to express their thoughts, feelings, and observations. Students create and refine artworks for specific purposes and audiences, responding to their own work and the work of others. Through these activities, they develop creativity, critical thinking, and confidence in expressing ideas visually.		**Dance** Students explore movement to communicate ideas, emotions, and stories using their bodies in space. They experiment with dynamics, rhythm, levels, and pathways to create and perform dance sequences. Students respond to their own and others' performances, discussing movement choices and meaning. Through dance, they develop coordination, confidence, teamwork, and the ability to express and interpret meaning through movement.
LANGUAGES	**Tell me the numbers** Students will investigate the pattern of counting numbers in Japanese using high-frequency kanji characters. They will learn to read and write larger numbers in Japanese through songs and games. Students will identify repetitive words and phrases in classroom routines to interact with the teacher and peers.	**What is in your lunchbox?** Students will explore the concept of eating practices and use language to describe children's lunches in Australia and Japan. They will identify similarities and differences regarding the presentation of food and lunchtime practices. Students will express their preferences and taste for food and describe their lunch.	**Cute and Cool** Students will explore the importance of the concept of kawaii (cute) for Japanese children through language used to describe clothing items. They will learn the names of the clothing items and colours for creating a poster using simple sentences. Students will identify differences between clothing worn in different seasons.	**A day out with my family** Students will explore language to describe family members, places, and activities during a day out. They will learn vocabulary and simple sentences to talk about what they see and do, and use this language to create a short poster or description of a family outing. Students will compare their experiences with those of Japanese families and notice similarities and differences in daily routines.