



Year 3 - Term 1 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	<i>Class Teacher</i>	<p>Examining Imaginative Texts Students are learning to:</p> <ul style="list-style-type: none"> • Engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. • Read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. • Through texts, explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. • Engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models. • Use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.
	Assessment tasks and weeks administered	<p>Assessment task: To relate ideas and express opinions about an imaginative text. (Speaking & listening)</p> <p>Weeks: 9-10</p>
Mathematics	<i>Class Teacher</i>	<p>Number, Algebra, Space, Statistics Students are learning to:</p> <ul style="list-style-type: none"> • Recognise that mathematics has conventions and language that enables communication of ideas and results through mathematical proficiencies. • Manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system. • Develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice. • 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 to communicate findings.
	Assessment tasks and week administered	<p>Assessment Task: 1.1 Space- Mapping Weeks: 4</p> <p>Assessment Task: 1.2 Statistics & Statistical Investigations Weeks: 9</p>
Science	<i>Class Teacher</i>	<p>Science: Biological Sciences Students are learning to:</p> <ul style="list-style-type: none"> • Classify and compare living and non-living things and life cycles. • Explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply, for example fires and waterfalls. • Examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals.

		<ul style="list-style-type: none"> Use tables and models to identify patterns and to relate physical characteristics of living things with their activity at different stages of their life cycle. Represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages. Explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs, and other animals.
	Assessment tasks and week administered	Assessment Task: Short Response Weeks: 8 - 9
Humanities & Social Sciences	<i>Class Teacher</i>	Changing life and communities Students are learning to: <ul style="list-style-type: none"> Explain the role of rules in their community and share their views on an issue related to rule making. Describe the importance of making decisions democratically and propose individual action in response to a democratic issue. Identify individuals, events, and aspects of the past that have significance in the present. Identify and describe aspects of their community that have changed and remained the same over time. Explain how and why people participate in and contribute to their communities. Identify a point of view about the importance of different celebrations and commemorations to different groups. Pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions. Sequence information about events and the lives of individuals in chronological order Communicate with their ideas, findings, and conclusions in visual and written forms using simple discipline-specific terms.
	Assessment tasks and week administered	Assessment Task: <i>Investigating rules, decisions and community commemorations- Research Task.</i> Week: 4
Health and Physical Education	<i>Specialist Teacher</i>	Health: Culture in Australia: Positive interactions Students will... <ul style="list-style-type: none"> investigate how heritage and culture contribute to identity explore the communication skills of respect and empathy Learn how to support positive interactions with people Physical Education: Criss Cross (Skipping) Students will: <ul style="list-style-type: none"> practise and refine fundamental skipping movement skills to perform long-rope, partner and individual skipping sequences examine the benefits of being healthy and physically active, and how they relate to skipping.
	Assessment tasks and week administered	Assessment Task: Health (Collection of Work) Weeks: 5, 8 & 9 Assessment Task: PE (Practical) Weeks: 8 - 10
The Arts Strand: Music	<i>Specialist Teacher</i>	Students are learning to: <ul style="list-style-type: none"> <i>write the correct music notation.</i> <i>sing a known song in tune.</i> <i>develop an understanding of the music notes position in music staff.</i>
	Assessment Tasks and week administered	Assessment Task: Collection of work Weeks: 8 & 9

The Arts Strand: Drama	<i>Specialist Teacher</i>	In this unit, students explore the local community and imagined places as stimulus for drama. Students use voice, facial expression, and body movement to establish and communicate their character role, emotions, and situation.
	Assessment Tasks and week administered	Assessment task: Students will work individually and in groups to make and respond to drama on the topic of community. Technique: Collection of work Weeks: 7-9