



# Year 3 - Term 2 2026

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	<i>Class Teacher</i>	<p><b>English: Informative Texts</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>Engage with a range of informative texts that become more complex and use more technical words, about endangered Australian animals.</li> <li>Create informative texts using visual features, a clear layout, topic-specific vocabulary, and ideas grouped into simple paragraphs.</li> <li>Begin to evaluate texts using growing knowledge of context, text structure, and language features.</li> <li>Identify how information reports are organised and how authors use language and visual features to present information.</li> <li>Participate in shared and independent writing to create simple paragraphs about learned topics, spelling multisyllabic words with more complex patterns.</li> <li>Read, view, and understand texts using phonics, word parts, and grammar knowledge to read accurately and fluently as independent readers.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> To read, view and comprehend a simple informative text. <b>Weeks:</b> 7</p> <p><b>Assessment Task:</b> To create a written and multimodal informative text for an audience. <b>Weeks:</b> 7</p>
Mathematics	<i>Class Teacher</i>	<p><b>Mathematics: Number and Time</b></p> <p><b>Students are learning to:</b></p> <ul style="list-style-type: none"> <li>Use place value knowledge to add and subtract numbers using strategies such as partitioning, regrouping, and jump strategies.</li> <li>Develop fluency with addition, subtraction and multiplication facts, with a focus on the 3, 4, 5, and 10 times tables.</li> <li>Solve real-world mathematical problems by choosing efficient strategies and explaining their thinking.</li> <li>Estimate answers and check whether calculations are reasonable.</li> <li>Tell, represent, and compare time using analogue and digital clocks, including everyday language to describe events and duration.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Representing, measuring and comparing time and duration <b>Weeks:</b> 4</p>

		<p><b>Assessment Task:</b> Mathematical modelling, estimation and strategies with addition, subtraction and multiplication.</p> <p><b>Weeks:</b> 6-7</p>
Science	Class Teacher	<p><b>Science: Chemical Sciences</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• Plan and conduct investigations into changes of state, including melting and freezing.</li> <li>• Compare and record observations of properties before and after a change of state.</li> <li>• Investigate how changes of state involve the removal or addition of heat energy.</li> <li>• Investigate how changes from solid to liquid and liquid to solid will support the sustainable use of materials.</li> <li>• Keep investigations fair and safe and explain how they did this.</li> <li>• Identify further questions which will lead to greater exploration.</li> <li>• Classify materials as solids or liquids based on their properties and use scientific vocabulary.</li> <li>• Explore substances that are semi- solid, for example jelly.</li> <li>• Draw conclusions based on experimental findings.</li> </ul>
	Assessment Tasks and week administered	<p><b>Assessment Task:</b> To classify solids and liquids using observable properties and evaluate the causes of a change in state by posing questions and explaining fairness in investigations.</p> <p><b>Weeks:</b> 7</p>
Humanities & Social Sciences	Class Teacher	<p><b>HASS: Commemorations and ANZAC Day</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• Understand that commemorations are special events that remember important people and events from the past.</li> <li>• Learn about ANZAC Day and why it is important in Australia.</li> <li>• Ask questions and collect information through interviews and class research.</li> <li>• Record information using notes, timelines, and simple sentences.</li> <li>• Compare what ANZAC Day was like in the past and what it is like today.</li> <li>• Explore how people commemorate ANZAC Day in the community.</li> <li>• Share their ideas about why commemorations are important.</li> <li>• Create a poster using facts, pictures, and information they have researched.</li> </ul>
	Assessment Tasks and week administered	<p><b>Assessment Task:</b> To investigate and explain the importance of ANZAC Day by gathering information through research and interviews, comparing the past and present, and creating an informative poster.</p> <p><b>Weeks:</b> 6</p>
Health and Physical Education	Specialist Teacher	<p><b>Health: I am Healthy and Active</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• investigate the concepts of physical activity and sedentary behaviours</li> <li>• explore recommendations of physical activity for five- to twelve-year-olds</li> <li>• examine the benefits of physical activity</li> </ul>

		<ul style="list-style-type: none"> <li>investigate ways to increase physical activity in their lives.</li> </ul> <p><b>Physical Education: Take Your Marks, Get Set, Play!</b> Students will:</p> <ul style="list-style-type: none"> <li>develop the fundamental movement skills of running, jumping and throwing</li> <li>practise and refine these skills in individual activities</li> <li>apply these skills in simple games and group challenges</li> <li>explore the benefits of physical activity to health and wellbeing.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Health (Supervised Assessment) <b>Weeks:</b> 6 and 7</p> <p><b>Assessment Task:</b> PE (Practical) <b>Weeks:</b> 6 - 8</p>
<b>The Arts</b> <i>Strand: Music</i>	<i>Specialist Teacher</i>	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>create a body percussion composition by using new rhythmic symbol – Tika Tika</li> <li>perform the composition with steady beat and correct actions.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Composition and Performance <b>Weeks:</b> 6-8</p>
<b>The Arts</b> <i>Strand: Visual Arts</i>	<i>Specialist Teacher</i>	<p>Students will learn how ideas can be communicated through artwork using a variety of visual conventions, techniques, and processes.</p>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Tiny Worlds (collection of work) <b>Weeks:</b> 3-8</p>
<b>Technology</b>	<i>Class Teacher</i>	<p><b>Technologies: Digital Solutions</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>Use digital technologies to create simple multimodal presentations and digital solutions.</li> <li>Follow and create step-by-step instructions.</li> <li>Develop computational thinking skills through sequencing, planning, and organising ideas.</li> <li>Design and create digital products using text, images, audio, and other features.</li> <li>Build confidence using digital tools safely and creatively.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Digital solutions with Multimodal <b>Weeks:</b> 7-8</p>