



Year 3 - Term 3 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	This term in English year 3 students will learn to: - Read and view different texts fiction, non-fiction, Indigenous and information reports, creation stories, tied to student interest such as looking after a pet, protecting the environment, moral stories about resilience, why books are better than TV and why we should visit the zoo. - Read, view and comprehend texts with content of increasing complexity that extends students as independent readers. - Explore how texts are created, using different language features and structures depending on their purpose and audience. - Engage in shared and independent writing and/or learning experiences to create persuasive texts using an OREO structure. - Use the language of evaluation and emotion, such as modal verbs, phrases or expanded noun groups, images, multimodal and the OREO text structure to persuade an audience. - Use interaction skills to contribute to discussions and share ideas for an audience using a clear text structure, details to elaborate ideas, and topic-specific and precise vocabulary. - Engage in feedback when presenting their persuasive text.
	Assessment Tasks and week administered	Assessment task 3.1: To create a spoken text to express a preference and opinions about a favourite activity. Weeks: 9 and 10
Mathematics	Class Teacher	This term in Maths year 3 students will learn to: - Develop an understanding of fractions by representing, comparing and explaining simple fractions in different ways. - Apply multiplication and division strategies to solve real-world mathematical problems using mathematical modelling. - Use number sentences, diagrams and other strategies to explain mathematical thinking and communicate solutions. - Estimate, measure and compare length, mass and capacity using familiar metric units and appropriate measuring tools. - Investigate, make and classify 3D objects by identifying their faces, edges, vertices and curved surfaces. - Identify, compare and describe angles by comparing them to a right angle. - Strengthen mathematical reasoning, problem-solving and communication skills through hands-on investigations and real-life learning experiences.
	Assessment Tasks and week administered	Assessment Tasks: Number and Mathematical Modelling Parts (A & B) Measurement and Space (Parts A, B & C) Weeks: 4 and 9
Science	Class Teacher	This term in Science year 3 students will learn to:

		• Use tables and graphic organisers to organise and compare data and information about the properties of soils, rocks and minerals, including texture, colour, grain or crystal size. • Investigate a range of soils and rocks as key components of the built and natural environment at Kuraby State School. • Explore everyday uses of minerals such as in gemstones in jewellery, graphite in pencils and table salt in food. • Engage with Aboriginal peoples' and Torres Strait Islander peoples' knowledge and use of rock and mineral types, such as for tools and pigments. • Explore the use of scientific explanations to meet needs or to solve problems, such as examining different plant soil requirements and exploring vocabulary used to describe soils. • Pose questions when they investigate patterns and relationships, such as the relationship between soil features and plant growth, and make predictions based on observations. • Compare their findings with those of others and draw conclusions. • Use scientific vocabulary to communicate ideas about science, society and Earth resources in posters, diagrams and/or pictorial maps.
	Assessment Tasks and week administered	Assessment Task 3: To investigate the properties of soils, rocks and minerals and their importance as resources, pose questions and make predictions to explore patterns and relationships and share solutions that use scientific explanations. Weeks: 9 and 10
Humanities & Social Sciences	<i>Class Teacher</i>	This Semester in HASS students will learn to: • Explore places in Australia and around the world, including Australia's states and territories, neighbouring countries, climates, and Aboriginal and Torres Strait Islander Country and Place. • Develop mapping skills by using maps, symbols, grid references, and directional language to locate and represent places. • Identify and compare the natural and human features of different places and communities. • Interpret simple maps and data to identify patterns, similarities and differences between places. • Investigate how people are connected to places and how environments influence the way people live. • Strengthen inquiry, communication, and critical thinking skills by collecting, interpreting and presenting information about places.
	Assessment Tasks and week administered	Assessment Task: Exploring Places near and Far Completed in Term 4
Health and Physical Education	<i>Specialist Teacher</i>	Health: Health Channels Students will identify... • different sources of health information and how to interpret them with regards to accuracy • health messages and the methods they use to influence decisions • decision-making skills to different health scenarios. Physical Education: Hot Shots! (Tennis) Students will: • apply strategies for working cooperatively • apply tennis rules fairly • develop fundamental tennis skills and apply movement concepts to tennis activities.

	Assessment Tasks and week administered	Assessment Task: Health (Collection of Work) Weeks: 8 and 9 Assessment Task: PE (Practical) Weeks: 7 - 10
The Arts <i>Strand: Music</i>	<i>Specialist Teacher</i>	Students are learning to: • identify different sound and tone colours on string instruments. • be able to recognise the different pitches, shapes, materials and performance style from the string instruments.
	Assessment Tasks and week administered	Assessment Task: Collective of work Weeks: 7-8
Design Technology	<i>Specialist Teacher</i>	This design technologies unit is titled “Repurpose It!”, and it will continue throughout terms 3 and 4. Students are learning about sustainability through reusing and repurposing items. Students will Investigate, design, produce, and evaluate ideas & products.
	Assessment Tasks and week administered	Assessment Task: Portfolio format. The design challenge is to repurpose an item of clothing to create another useful item. Weeks: Starting from week 5 term 3, working continuously until completed in term 4.