



Year 3 - Term 4 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<p>Students will learn to:</p> <ul style="list-style-type: none"> • build their understanding of narrative texts and how the person who wrote the text used language and pictures to show the characters, settings and feelings • read, view and comprehend a selected story to understand events that happen over several pages or chapters • identify how pictures and illustrations are used to help them understand the story • explore unusual or exciting events that happen in familiar places or situations within a story • use their knowledge of sounds and letters and parts of words to read words • use grammar to help understand sentences • practice reading correctly, smoothly and with meaning and spell longer words with more difficult spelling patterns • write independently to show their ideas about the text and create their own imaginative writing based on the story • use a clear narrative structure (orientation, complication and resolution), paragraphs to group ideas that belong together • use language features such as compound sentences to join ideas and add more detail, and words such as noun groups to help describe characters, settings and events
	Assessment Tasks and week administered	<p>Assessment Task: 4.1 — Reading, viewing and comprehending imaginative texts from Kumiko and the Dragon Chapter 7.</p> <p>Week: 7</p> <p>Assessment Task: 4.2 — Writing and creating imaginative texts using ideas drawn from Kumiko and the Dragon.</p> <p>Week: 7</p>
Mathematics	Class Teacher	<p>This term in Mathematics students will learn to:</p> <ul style="list-style-type: none"> • read, write, represent and order numbers beyond 10,000 using their understanding of place value • partition, rearrange and regroup numbers in different ways to help solve mathematical problems • use efficient addition and subtraction strategies to solve problems involving two- and three-digit numbers

		<ul style="list-style-type: none"> recall addition and subtraction facts and use known facts to solve larger calculations find unknown numbers in addition and subtraction number sentences by using the inverse relationship between the operations follow and create step-by-step instructions (algorithms) to investigate numbers, identify patterns and explain how patterns change explore probability by describing everyday events as certain, likely, unlikely or impossible and explaining their reasoning conduct chance experiments, such as rolling dice or tossing coins, to predict possible outcomes, record results and compare findings discuss how results can vary when chance experiments are repeated and communicate their mathematical thinking using appropriate mathematical language
	Assessment Tasks and week administered	Assessment Task: Task 1: Ordering and representing numbers, solving problems, finding unknowns and creating algorithms Task 2: Identifying likelihood of events and conducting chance experiments Weeks: Week 6 & 7
Science	<i>Class Teacher</i>	Students will learn to: <ul style="list-style-type: none"> name sources of heat and explore how they can feel heat safely, and that temperature tells us how hot or cold something is use a thermometer to measure temperature and collect information compare how heat moves through different materials, such as metal, plastic and ceramic understand that a conductor quickens the movement of heat and that an insulator slows down the movement of heat use what they learn about heat to solve everyday problems, such as choosing the best material to keep a drink hot or cold use a scaffold to plan and carry out a safe and fair test record their results carefully and use tables and column graphs to show their results look for patterns in their results and then use their results to explain what happened
	Assessment Tasks and week administered	Assessment Task 4: To plan and carry out a safe and fair investigation and identify where heat energy comes from. To measure and describe changes in temperature and explain why the temperature of a surface changes. Finally, use data (information) to explain what happened. Weeks: 9 & 10
Humanities & Social Sciences	<i>Class Teacher</i>	Students will learn to: <ul style="list-style-type: none"> identify and locate Australian states, territories, capital cities and neighbouring countries using maps and geographical features use map features, symbols, legends and directions to

		<p>represent places and locate significant landmarks</p> <ul style="list-style-type: none"> • explore different climate zones and investigate how climate and seasonal rainfall affect people and environments • develop an understanding of how Australia is represented as states and territories, as well as the Countries/Places of First Nations Australians prior to colonisation • explore the connections between First Nations Australians and Country/Place and understand the importance of these connections • identify and describe the natural, managed and constructed features of places in Australia and neighbouring countries • compare similarities and differences between places, including their schools, housing, settlements and natural environments, and explain why these differences may exist • interpret information from maps, photographs and other sources to identify the characteristics and distribution of features within different places • collect and record geographical information and use it to draw conclusions about places and the connections between people and their environments • communicate findings and explanations using maps, images and written responses, including appropriate geographical terms
	Assessment Tasks and week administered	Assessment Task: Exploring places near and far Weeks: 6
Health and Physical Education	<i>Specialist Teacher</i>	<p>Health: <i>Feeling Safe</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • investigate how emotional responses vary and understand how to interact positively with others • use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe • explore risk-taking behaviours, their rights and responsibilities • explore bullying behaviours and strategies to reduce it \ • identify people who can help them make good decisions and stay safe. <p>Physical Education: <i>You Can't Touch This</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • perform the specialised skills of rollball and rucking, passing and moving with the ball, and effecting a touch • apply these movement concepts to demonstrate attack and defence skills in modified games
	Assessment Tasks and week administered	Assessment Task: Health (Assignment / Project) Weeks: 6 - 7 Assessment Task: PE (Practical) Weeks: 6 – 8
The Arts <i>Strand: Music</i>	<i>Specialist Teacher</i>	<p>Students are learning to:</p> <ul style="list-style-type: none"> • identify and decode the music notation on music staff • be able to perform correct melody and rhythm for known songs on xylophone

	Assessment Tasks and week administered	Assessment Task: Collection of work and Performance Weeks: 6-8
Design Technology	<i>Class Teacher</i>	Students will: <ul style="list-style-type: none"> • apply their knowledge of material properties and the design process to repurpose an item • safely create a new item • learn how to evaluate their design •
	Assessment Tasks and week administered	Assessment Task: Item design, creation, and evaluation. Weeks: Throughout semester