



Year 3 - Term 1 2025

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<p>English: Imaginative Narratives</p> <p>Students are learning to:</p> <ul style="list-style-type: none"> • create an imaginative story for an audience, relating relevant details about a character from a familiar narrative. • use the correct structure (orientation, take off & complication, resolution & wrap up) including sequenced paragraphs. • use language features including: <ul style="list-style-type: none"> - simple and compound sentences to express and combine ideas (coordinating conjunctions). - noun groups to describe characters and settings. - verbs to represent different processes for doing, feeling, thinking, saying, and relating (e.g. how characters act, feel, think and speak) - consistent verb tense. - punctuation (sentence boundary punctuation including full stops, question marks or exclamation marks; capital letters for proper nouns, commas in lists of nouns, possessive apostrophes). • include images to extend meaning about characters, setting and events. • spell high frequency words and multisyllabic words using phonic and morphemic knowledge. • re-read and edit work to improve meaning using the Kuraby editing checklist and success criteria. • interact with others and listen to and create spoken texts including stories. • express opinions, preferences and appreciation of texts and include relevant details from texts. • group, logically sequence and link ideas. • use features of voice (volume, pace, pitch, tone).
	Assessment Tasks & Week Administered	<p>Assessment Task: Narrative (written) – Week: 9</p> <p>Assessment Task: Narrative (speaking task) – Week: 10</p>
Mathematics	Class Teacher	<p>Students are learning to:</p> <ul style="list-style-type: none"> • manipulate numbers by partitioning and regrouping using materials to build an understanding of place value in the base-10 number system. • extend and apply their addition and multiplication facts, and related facts for subtraction and division. • explore maps and determine key features of familiar spaces and use these when creating spatial representations. • undertake statistical investigations that enable decision making about the use and representation of data and communicate their findings.
	Assessment Tasks & Week Administered	<p>Assessment Task: Interpret and Create a Map – Week: 6</p> <p>Assessment Task: Conduct a Statistical Investigation - Week: 10</p>
Science	Class Teacher	<p>Students are learning how to:</p> <ul style="list-style-type: none"> • use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. • identify the observable and non-observable features of Earth and compare its size with the sun and moon. • make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these

		<p>changes.</p> <ul style="list-style-type: none"> • plan and conduct an investigation about shadows. • collect data safely using appropriate equipment to record formal measurements. • represent their data in tables and simple column graphs to identify patterns and explain their results. • identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. • explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. • create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.
	Assessment Tasks & Week Administered	<p>Assessment Task: Presentation explaining the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.</p> <p>Weeks: 9 & 10.</p>
Humanities & Social Sciences	Specialist Teacher	<p>Using Places Sustainably</p> <p>Students are learning about:</p> <ul style="list-style-type: none"> • how technology has shaped our daily life. • the concept of 'place' with a particular focus on Australia and Africa. <p>Students are learning to:</p> <ul style="list-style-type: none"> • describe the relative location of places at a national scale. • identify how places are characterised by their environments. • describe the characteristics of places, including the types of natural vegetation and native animals. • examine the interconnections between people and the environment. • identify the importance of environments to animals and people.
	Assessment Tasks & Week Administered	<p>Assessment Task: Investigate and compare where they live and a city in another country, identifying the similarities and differences between the two places.</p> <p>Weeks: 6, 9-10</p>
Health and Physical Education	Specialist Teacher	<p>HEALTH – Good Friends</p> <p>Students are learning about:</p> <ul style="list-style-type: none"> • the impact of positive social interaction on self-identity. • different types of friendships and examining the qualities that we look for in a friend. <p>Students are learning to:</p> <ul style="list-style-type: none"> • communicate respectfully with friends to resolve conflict and challenging issues in friendships. • reflect on why friendships change over time. • investigate strategies to assist them in establishing and maintaining respectful friendships. <p>PHYSICAL EDUCATION – Having a Ball!</p> <p>Students are learning to:</p> <ul style="list-style-type: none"> • refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. <p>Students are learning about:</p> <ul style="list-style-type: none"> • net game movement concepts and strategies and apply these to solve the offence and defence challenges within a game of Fast 4 Newcombe. • applying strategies for working cooperatively and applying rules fairly.
	Assessment Tasks & Week Administered	<p>HEALTH: Project - Recognise strategies for managing change and identify influences that strengthen identities. Investigate how emotional</p>

		<p>responses vary and understand how to interact positively with others. Weeks: 3, 5 & 9.</p> <p>PE (Practical): Demonstrate fundamental movement skills and apply strategies for working cooperatively and apply rules fairly. Weeks: 7-10.</p>
<p>The Arts Strand: Music</p>	<p>Specialist Teacher</p>	<p>Students are learning to:</p> <ul style="list-style-type: none"> • write the correct music notation. • sing a known song in tune. • develop an understanding of the music notes position in music staff.
	<p>Assessment Tasks & Week Administered</p>	<p>Assessment Task: Performance and Notation Activity - Weeks: 8 & 9</p>
<p>The Arts Strand: Visual Arts</p>	<p><i>Class Teacher</i></p>	<p>Students are learning how to:</p> <ul style="list-style-type: none"> • create artworks using visual conventions and art elements. • use their art knowledge, techniques and processes to create detailed illustrations that visualise the setting and characters within their English narrative writing. • appreciate the work of various artists including Aboriginal art, Vincent Van Gogh and Romero Britto.
	<p>Assessment Tasks & Week Administered</p>	<p>Assessment Task: To create an art portfolio demonstrating various artist techniques. Weeks: Ongoing throughout the term.</p>