



# Year 3 - Term 2, 2025

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<b>ENGLISH: Information Reports</b> Students will: <ul style="list-style-type: none"><li>▪ read, view and comprehend information about animals from a variety of sources</li><li>▪ create a written information report, relating ideas including relevant details from learnt topics and texts</li><li>▪ use information report structure including paragraphs (general information /classification, appearance, habitat, diet, predators, interesting fact) written in third person, present tense</li><li>▪ use language features including:<ul style="list-style-type: none"><li>○ compound sentences (conjunctions, expanded noun groups, adverbs, subject-verb agreement)</li><li>○ punctuation (capital letters, full stops, commas, apostrophes and question marks)</li><li>○ topic-specific vocabulary (technical language)</li><li>○ visual features (labelled diagram, drawing)</li></ul></li><li>▪ spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words</li><li>▪ write texts using letters that are accurately formed and consistent in size</li><li>▪ reread and edit work using Kuraby editing checklist and success criteria</li><li>▪ interact with others, and listen to and create spoken texts</li><li>▪ relate ideas and include relevant details from learnt topics or texts</li><li>▪ group, logically sequence and link ideas</li><li>▪ use language features including topic-specific vocabulary, and/or visual features and features of voice (appropriate tone, pace, pitch and volume)</li></ul>
	Assessment Tasks and week administered	<b>Task 1:</b> Information Report (written) <b>Week:</b> 8  <b>Task 2:</b> Comprehension Task <b>Week:</b> 9
Mathematics	Class Teacher	<b>MATHEMATICS: Number and Algebra</b> Students will manipulate numbers using a range of strategies, including partitioning and regrouping, that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system.  They will develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5 and 10

		<p>multiplication facts through games and meaningful practise.</p> <p>Students will use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning. They will make estimates when solving problems to determine the reasonableness of calculations when checking the solution</p> <p><b>Measurement</b></p> <p>Students will recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations. They will identify everyday situations, when using metric units to measure and compare events and duration.</p>
	<p><b>Assessment Tasks and week administered</b></p>	<p><b>Task 1:</b> Number.</p> <p><b>Weeks:</b> 4, 5 and 6</p> <p><b>Task 2:</b> Measurement (Time)</p> <p><b>Week:</b> 8</p> <p><b>Task 3:</b> Money (Monitoring activity)</p> <p><b>Week:</b> 9</p>
<p><b>Science</b></p>	<p><i>Class Teacher</i></p>	<p><b>SCIENCE: Is it living?</b></p> <p>In this unit students will learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They will justify sorting living things into common animal and plant groups based on observable features. Students will explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>They will understand that science knowledge helps people to understand the effect of actions. Students will use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. They will also identify and use safe practices to make scientific observations and record data about living and non-living things. Students will use scientific language and representations to communicate their observations, ideas and findings.</p>
	<p><b>Assessment Tasks and week administered</b></p>	<p>Students group living things based on observable features and distinguish them from non-living things. They communicate ideas using accurate scientific language.</p> <p><b>Assessment:</b> Written assessment</p> <p><b>Week:</b> 8</p>
<p><b>Humanities &amp; Social Sciences</b></p>	<p><i>Specialist Teacher</i></p>	<p><b>HASS: Connections to Places</b></p> <p>Students are learning about:</p> <ul style="list-style-type: none"> <li>the purpose of local government and the services that it provides for the community.</li> <li>waste management and how to propose sustainable practices to help our planet</li> </ul> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>list the services of our local government.</li> <li>interpret a survey about waste management and propose sustainable practices to help our planet.</li> </ul>

	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> Collection of student work samples <b>Weeks:</b> 5, 6, 7 & 8
<b>Health and Physical Education</b>	<i>Specialist Teacher</i>	<b>HEALTH - Healthy Futures</b>  Students are learning about: <ul style="list-style-type: none"> <li>the concept of sustainable practice and ways they can contribute to the sustainability of the environment in their home, classroom and school.</li> </ul> <b>PHYSICAL EDUCATION - Take Your Marks, Get Set, Play</b>  Students are learning to: <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 and 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>	<b>HEALTH:</b> Research - investigate and carry out sustainable practices at school and make suggestions about extending this at home. <b>Weeks:</b> 5 - 8  <b>PE:</b> Practical - refine fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges. <b>Weeks:</b> 5 – 8
<b>The Arts</b> <i>Strand: Music</i>	<i>Specialist Teacher</i>	Students are learning to: <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>	<b>Assessment Task:</b> Composition and Performance <b>Weeks:</b> 6-8
<b>The Arts</b> <i>Strand: Visual Arts</i>	<i>Class Teacher</i>	In this unit, students will create a portfolio of artworks to develop their knowledge of how ideas and intentions are communicated to an audience in and through various forms of visual arts (Eg. oil pastels watercolour painting, sculpture, collage). Students will describe and discuss similarities and differences between artworks they make and those to which they respond. They will discuss how they and others organise the elements and processes in artworks and collaborate to plan and make artworks that communicate ideas.
	<b>Assessment Tasks and week administered</b>	<b>Task:</b> Visual Arts Portfolio <b>Weeks:</b> Ongoing