



Year 3/4K - Term 3, 2025

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<p>Historical Recount (Letter) - The First Fleet and Convict Life</p> <p>Year 3:</p> <p>Students will learn to:</p> <ul style="list-style-type: none">purposefully create a chronologically sequenced historical recount from the perspective of an imaginary character using the structure of a letterdevelop ideas using details from learnt topics and textsUse simple paragraphs to organise and link their ideas (time connectives)purposefully use language features including:<ul style="list-style-type: none">Simple and compound sentencestopic-specific vocabulary and literary devices (noun groups, verb tense to reflect time)punctuation (capital letters, full stops, commas)Write texts using letters that are accurately formed and consistent in sizeSpells multisyllabic words using phonic and morphemic knowledge, and high frequency wordsRead, view and comprehend texts, recognising their purpose and audienceIdentify literal meaning and explain inferred meaningDescribe how stories are developed through characters and/or events.Describe how texts are structured and presentedDescribe the language features of texts including topic-specific vocabulary and literary devices and how visual features extend meaningRead fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns (Monitoring tasks) <p>Year 4:</p> <p>Students will learn to:</p> <ul style="list-style-type: none">purposefully create a chronologically sequenced historical recount from the perspective of an imaginary character using the structure of a letterpurposefully develop ideas using details from learnt topics and textspurposefully use paragraphs to organise and link their ideas (time connectives)purposefully use language features including:<ul style="list-style-type: none">simple, compound and complex sentencestopic-specific vocabulary and literary devices (noun groups, adverbs/phrases, verb tense to reflect time, prepositional phrases)punctuation (capital letters, full stops, commas, singular and plural apostrophes)proficiently spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledgeread, view and comprehend a chapter from a chosen text and thoroughly describe:<ul style="list-style-type: none">how ideas are developed including through characters and events; andhow texts reflect contextsthoroughly describe the characteristic features of different text structuresthoroughly describe how language features including literary

		devices, and visual features shape meaning
	Assessment Tasks and week administered	<p>Year 3 Task 1: Historical Recount (Writing) Week: 9</p> <p>Task 2: Comprehension (Reading, viewing and comprehending imaginative texts) Week: 10</p> <p>Year 4 Task 1: Historical Recount (Writing) Week: 9</p> <p>Task 2: Comprehension (Reading, viewing and comprehending imaginative texts) Week: 10</p>
Mathematics	Class Teacher	<p>Year 3: Students are learning to:</p> <ul style="list-style-type: none"> • become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations. • communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways. • learn to formulate, choose, and use calculation strategies, communicating their solutions in a modelling context. • build fluency from understanding by extending and applying their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice. • use manipulatives to determine key features of objects and spaces including angles and use these when building models and spatial representations. • identify everyday situations when using metric units to measure and compare objects. <p>Year 4: Number and Measurement</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together • choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) • recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials* • measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units • become aware of the importance of context and purpose when making judgements
	Assessment Tasks and week administered	<p>Year 3: Assessment Task: Number and Mathematical Modelling Weeks: 4-5</p> <p>Assessment Task: Measurement and Space Weeks: 8-10</p> <p>Year 4: Assessment Task: Number and mathematical modelling</p> <p>Week: Completed in parts throughout the Term from Weeks 4-10</p>

		Assessment Task: Measurement Week: Completed in parts throughout the Term from Weeks 4-10
Science	Class Teacher	<u>Year 3 and 4:</u> Investigating Solids & Liquids Students are learning about: <ul style="list-style-type: none"> Understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students are learning to: <ul style="list-style-type: none"> Identify how science is involved in making decisions and how it helps people to understand the effect of their actions. Evaluate how adding or removing heat energy affects materials used in everyday life.
	Assessment Tasks and week administered	Assessment task: Experimental Investigation Students conduct investigation about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered. Week: 8-9
Humanities & Social Sciences	Class Teacher	<u>Year 3 and 4:</u> Australia Past and Present Students are learning about: <ul style="list-style-type: none"> world exploration and the significance of Captain Cook's journey to Australia stories of the First Fleet, including reasons for the journey, who travelled to Australia and their experiences following arrival the impact of colonisation on the Aboriginal and Torres Strait Islander peoples Students are learning to: <ul style="list-style-type: none"> investigate the significance of Captain Cook, journey of the First Fleet and impacts of colonisation investigate convict life and settlement in Australia
	Assessment Tasks and week administered	Assessment Task: Collection of work Weeks: 8-9
Health and Physical Education	Specialist Teacher (Health and PE)	<u>Year 3 and 4:</u> HEALTH - I Am Healthy and Active Students are learning about: <ul style="list-style-type: none"> the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. the benefits of physical activity and investigate ways to increase physical activity in their lives. PHYSICAL EDUCATION - Hot Shots! Students are learning to: <ul style="list-style-type: none"> apply strategies for working cooperatively and apply tennis rules fairly

		<ul style="list-style-type: none"> develop fundamental tennis skills and apply movement concepts to tennis activities.
	Assessment Tasks and week administered	<p>HEALTH: Supervised Assessment) - Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active and demonstrate the benefits of being healthy and physically active. Weeks: 8 - 10</p> <p>PE: Practical - Students will demonstrate fundamental tennis skills and apply movement concepts to compete in the game of tennis. Weeks: 7 – 10</p>
The Arts Strand: Music	Specialist Teacher (Music)	<p><u>Year 3 and 4:</u></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> create a three-bar melodic composition using known rhythm and notes on recorder. be able to write out correct notes, rhythms and dynamic symbol. perform their own composition on recorder in front of their classmates.
	Assessment Tasks and week administered	<p>Assessment Task: Collective of work and Performance Weeks: 7-9</p>
The Arts Strand: Drama	Class Teacher	<p><u>Year 3 & 4 (Year 3 only assessed):</u></p> <p>Drama: Exploring issues through drama</p> <p>Students are learning how to:</p> <ul style="list-style-type: none"> explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised dramas around an issue. use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama. shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama. identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal peoples and Torres Strait Islander peoples, using the elements of drama to make comparisons.
	Assessment Tasks and week administered	<p>Assessment Task: To devise, respond to and perform drama about an issue. Weeks: 8-9</p>
Languages (L.O.T.E.) Japanese	Specialist Teacher	<p><u>Year 3 and 4 (Year 4 only assessed):</u></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> Read and write times in using Japanese kanji for numbers and appropriate counting words. Read and write the days of the week using Japanese kanji. Use Japanese to answer questions about a school timetable.
	Assessment Tasks and week administered	<p>Assessment Task (for Year 4 only): Collective of work and Performance Weeks: 8-9</p>