



Year 3 - Term 3, 2025

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	English: Constructing a Persuasive Response Students are learning to: <ul style="list-style-type: none">engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas.read, view and comprehend texts with content of increasing complexity and technicality that extend them as independent readers.through texts, 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 responses for a particular purpose and audience.use language of evaluation and emotion, such as modal verbs, words, phrases and images, and text structures including the stage of a basic argument to persuade.use skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.
		Assessment Task: Speaking and Listening Weeks: 9 - 10
Mathematics	Class Teacher	Students are learning to: <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.

	Assessment Tasks and week administered	Assessment Task: Number and Mathematical Modelling – Weeks: 4 -5 Assessment Task: Measurement and Space – Weeks: 8-10
Science	<i>Class Teacher</i>	Science: What's the Matter Students are learning how to: <ul style="list-style-type: none"> understand how a change of state between solid and liquid can be caused by adding or removing heat. explore the properties of liquids and solids. understand how to identify an object as a solid or liquid. 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. conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. describe how science investigations can be used to answer questions. They will recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.
	Assessment Tasks and week administered	Assessment Task: Investigating solids and liquids – Weeks: 8 - 9
Humanities & Social Sciences	<i>Specialist Teacher</i>	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	<i>Specialist Teacher (Health and PE)</i>	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.

		<ul style="list-style-type: none"> the benefits of physical activity and investigate ways to increase physical activity in their lives. <p>PHYSICAL EDUCATION - Hot Shots! Students are learning to:</p> <ul style="list-style-type: none"> apply strategies for working cooperatively and apply tennis rules fairly. develop fundamental tennis skills and apply movement concepts to tennis activities.
	<p>Assessment Tasks and week administered</p>	<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>
<p>The Arts <i>Strand: Music</i></p>	<p><i>Specialist Teacher (Music)</i></p>	<p>Students are learning to:</p> <ul style="list-style-type: none"> 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.
	<p>Assessment Tasks and week administered</p>	<p>Assessment Task: Collective of work Weeks: 7-8</p>
<p>The Arts <i>Strand: Drama</i></p>	<p><i>Class Teacher</i></p>	<p>Drama: Exploring issues through drama 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.
	<p>Assessment Tasks and week administered</p>	<p>Assessment Task: To devise, respond to and perform drama about an issue. Weeks: 8-9</p>