



Warrigal Road State School Curriculum Overview for Year 3 Term 2, 2025

ENGLISH:

Students will focus on:

Reading and Viewing:

- reading, viewing, and comprehending texts, recognising their purpose and audience
- identifying the purpose of layout features in print and digital texts and the words used for navigation
- using comprehension strategies when listening and viewing texts to build literal and inferred meaning
- beginning to evaluate texts by drawing on a growing knowledge of context, text structures and language features
- describing how texts are structured and presented
- describing the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning
- understanding how to apply knowledge of phoneme-grapheme (sound-letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns

Writing and Designing:

- creating written and/or multimodal texts to inform audiences, relating ideas, including relevant details from learnt topics, topics of interest or texts
- using text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and visual features
- recognising that longer informative texts are organised into paragraphs, which begin with a topic sentence that predicts how the paragraph will develop and is then elaborated on in various ways
- extending topic-specific and technical vocabulary and know that words can have different meanings in different contexts
- writing texts using letters that are accurately formed and consistent in size (monitoring).
- spelling multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

ASSESSMENT:

Reading and viewing:

Students will read view and comprehend a simple informative text.

Mode: short response

Writing and Designing:

write and create a multimodal informative text.

MATHEMATICS:

Students will focus on:

Number and Algebra:

- partitioning, rearranging, and regrouping two- and three-digit numbers in different ways to assist in calculations
- adding and subtracting two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator
- recognising and explaining the connection between addition and subtraction as inverse operations, partitioning numbers and finding unknown values in number sentences, for example $16 + 8 = 24$, $24 - 8 = 16$, $8 = 24 - 16$
- extending and using single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers.
- choosing between standard and non-standard place value partitions to assist with calculations; for example, to solve $485 + 365$, thinking of 365 as $350 + 15$, then adding the parts, $485 + 15 = 500$, $500 + 350 = 850$
- justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations when solving problems
- using mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies
- applying knowledge of numbers and the properties of operations using a variety of ways to represent multiplication or division number sentences; for example, using a Think Board to show different ways of visualising 8×4 , such as an array, a diagram and as a worded problem
- modelling the problem of deciding how to share an amount equally; for example, 48 horses into 2, 4, 6 or 8 paddocks, representing the shares with a division and a multiplication number sentence, and counting the number in each share to check the solutions

Measurement and Space

- using familiar metric units when estimating, comparing, and measuring the attributes of objects and events.

ASSESSMENT:

Student observations
Student work samples
Post Tests
Monitoring task

- estimating and comparing measures of duration using formal units of time (seconds, minutes, hours, days). For example, estimating how long it would take to read a set passage of text, and sharing this information to demonstrate understanding of formal units of time.

