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 Creating:** • 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:** Short response test **Writing and Designing:** Written 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 x 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 • 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	**ASSESSMENT:** - Observations - Student work samples - Short response tests - Monitoring tasks
SCIENCE:	Students will focus on: • Exploring how the movement of the Earth causes everyday changes we observe, such as day and night, sunrise and sunset, and shadows	**ASSESSMENT:** - Observations - Teacher conferencing - Short response test

	• Understanding that the Earth rotates on its axis and moves in relation to the sun • Using diagrams and scientific language to communicate their ideas clearly	
HASS:	Students will focus on: • Exploring how the past connects to the present and how communities change over time • Learning about important individuals and events from the past and why they are still significant today • Investigating how their local community has changed and what has stayed the same • Developing their inquiry skills by asking questions about the past and gathering information from a range of sources, including written, visual and oral texts. They will sequence events in chronological order and begin to identify different points of view • Students will share their learning by creating texts, including simple narratives, using time-related language to describe events	**ASSESSMENT:** - Observations - Teacher conferencing - Short response test
ARTS (Visual Arts):	Students will focus on: • Exploring artworks from a range of cultures, including those of Aboriginal and Torres Strait Islander Peoples and the Asia region • Learning that art is created for different purposes • Experimenting with visual elements such as line, shape, colour and texture to develop their own ideas and artistic style • Reflecting on and discussing their own and others' artworks, considering how and why people respond to art	**ASSESSMENT:** - Observed evidence - Portfolio of work - Short response test
DIGITAL TECHNOLOGIES:	Students will focus on: Using Scratch Junior to: • Process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs • Describe the features and uses of technologies and create designed solutions • Use the core features of digital tools to plan, create, locate and share content, and to collaborate	**ASSESSMENT:** Observed evidence Portfolio of work Short response test