



# KARALEE STATE SCHOOL

## LEARNING TOGETHER

# YEAR 3 -TERM 1

## 2026 CURRICULUM OVERVIEW

### ENGLISH

#### Unit - Examining Imaginative Texts

Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text.

They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances.

Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.

Students participate in both collaborative and independent writing and learning activities, responding to various texts and creating their own compositions, drawing inspiration from imaginative texts as models.

Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.



Reading at home is an important part of the reading program and will be encouraged throughout the year.

### MUSIC

Students will be exploring, demonstrating; communicating through singing and playing. Students will be using written and visual stimulus with the following:

- Rhythmic and Melodic Ostinatos
- Staff notations and symbolisms in Treble Clef
- Solfa
- Rhythmic patterns
- Form



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### MATHEMATICS

#### Number

- manipulate numbers to 9 999 using understanding of place value in the base-10 number system including partitioning and regrouping

#### Space

- determine key features of familiar spaces and use these when creating spatial representations (maps)

#### Statistics

- undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings
- recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results.

### SCIENCE

#### Unit – Is it living?

Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.

Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.



### HASS (Humanities & Social Sciences)

#### Unit – Our Unique Communities

##### **Inquiry question:**

How do people contribute to their unique communities?

##### **In this unit, students:**

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

### THE ARTS (Drama Strand)

#### Unit Title: "Magpie Tales: Learning to Soar"

This unit introduces students to the fundamentals of drama through the story *Mad Magpie* by Gregg Dreise. Using play building techniques, students explore character, setting, and plot while developing confidence in performance. The unit fosters creativity, collaboration, and emotional expression as students step into the world of Guluu, a magpie learning resilience in the face of bullying. Students will engage in **drama-based storytelling**, using movement, voice, and improvisation to explore key moments in the book. By the end of the unit, they will create and perform a short play that expands upon *Mad Magpie*, imagining what happens after the story ends. The unit is designed to support **social-emotional learning** by helping students explore emotions, conflict resolution, and self-expression through drama.

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### HPE (Health & Physical Education)

#### Unit – Good Friends

Students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.

##### **Unit – Swimming**

Students practise and refine fundamental movement skills to perform various aquatic skills and the recognised strokes of freestyle, backstroke and breaststroke in multiple swimming sequences. They examine the benefits of being healthy and physically active, and how they relate to swimming.

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