



### ENGLISH

#### Unit - Examining Informative Texts

Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary.

Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features. Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information.

Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.

Home reading is an important part of the reading program and will continue throughout the year.

### MATHEMATICS

#### Number

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- develop, extend and apply 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
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context

#### Measurement

- use metric units to measure and compare events and duration



### SCIENCE

#### Unit – Spinning Earth

In this unit students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. Students will represent their data in tables and simple column graphs to identify patterns and explain their results. They will identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students will explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They will create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.



### 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.

### Arts – Dance

#### Unit Title: Step, Stomp, and Swing! Exploring Social and Bush Dance

This 10-week Year 3 Dance unit introduces students to social and bush dance styles. Through practical exploration, students will develop fundamental movement skills, spatial awareness, and an understanding of cultural dance traditions in Australia. They will learn and perform structured dance sequences while developing coordination, rhythm, and teamwork. The unit will culminate in a small group performance of a bush or social dance, demonstrating their understanding of movement elements and collaborative skills.

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### HPE - (Health & Physical Education)

#### Health:

In this unit, students explore how emotional responses vary and learn how to interact positively with others. They develop decision-making and problem-solving skills to select and demonstrate strategies for staying safe. Students investigate risk-taking behaviours, understand their rights and responsibilities, and explore bullying behaviours and strategies for reducing them. Additionally, they identify people who can help them make good decisions and stay safe.

#### PE:

This term, Year 3 students will participate in an athletics program, performing throwing (shot put and discus) and demonstrating running (sprints), jumping (long jump and high jump) sequences in authentic track and field settings. Students will focus on understanding the elements of movement. This program will culminate in the Senior Interhouse Athletics Carnival at the end of Term 2.

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### MUSIC

#### Unit – Music of different lands & cultures

Students will compare the expectations and requirements of performers and audiences in different cultural settings. They will sing the chorus and verse in extended forms. Students will rehearse a new recorder piece focussing on the extension of melodic movement to include notes leaping.

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