



ENGLISH v9

Unit – Information Reports – The Solar System

Students will engage with a range of information texts on the Earth's resources with a focus on water. They will also study the moon, as well as the sun and solar system and compare these texts with features of imaginative texts. Students will create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.

SPELLING/ VOCABULARY – Sound Waves Units 11-20

READING - Students will learn and consolidate strategies used to decode texts. Reading at home is an important part of their reading program and will continue to be encouraged.

HIGH FREQUENCY WORDS - Students will continue to expand their vocabulary and develop knowledge of high frequency (irregular words) to support their reading fluency.

MATHEMATICS v9

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.

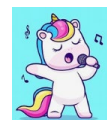


MUSIC

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.

Mrs Myatt – kmyat3@eq.edu.au



HASS (Humanities & Social Sciences)

Unit - Our Unique Communities

Inquiry question:

How do people contribute to their unique communities? **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.

Health and PE

Health:

In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.

Physical Education:

This term Year 3 students will be participating in an athletics program performing throwing (shot put and discus) sequences and demonstrate running (sprint), jumping (long jump and high jump) sequences in authentic track and field situations to show the elements of movement. This will culminate in the Senior Interhouse Athletics Carnival at the end of term 2.

Mrs Johnson – tjohn325@eq.edu.au

DRAMA

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.

Mrs Kemp – akemp45@eq.edu.au