Y03 Curriculum Overview Semester 1 2026

	Term 1	Term 2
English	**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. 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 engage in shared and independent writing and/or learning experiences to create their own texts. 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. **Assessment task:** students will relate ideas and express opinions about an imaginative text	**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. **Assessment task:** Students will read, view and comprehend a simple informative text **Assessment task:** Students will create a written and multimodal informative text for an audience
	Suggested at home ideas to support and develop your child's learning: • Nightly reading, discuss vocabulary and authors language choice. *Why did the author choose that word? What does that word make the reader feel?* • Language of opinion. What is an opinion, how can you make your opinion stronger? How can you support your opinion? • Model a variety of tone, pitch and volume when speaking in conversation and the impact changing these features can have on the listener/audience.	**Suggested at home ideas to support and develop your child's learning:** • Discuss a variety of texts read or explored at home. *What is the purpose of this text? How has the author made it interesting? How has the main character developed/changed? How do you know?* • Model how to break words into sounds/syllables to support your child when spelling. • Support vocabulary developing by consciously choosing synonyms for words such as said, good, bad, walking, going, etc. Celebrate when your children use these as well.
Mathematics	As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:	
	• Manipulate numbers using a range of strategies, including partitioning and regrouping, that are based on understanding and fluency with single-digit addition facts and place value. • Begin to use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning. • Explore maps and determine key features of familiar spaces and use these when creating spatial representations. • Undertake a statistical investigation that is meaningful, allowing decision-making about the use and representation of data and communicate findings. **Assessment task –** interpret and create a map. **Assessment task –** conduct a statistical investigation and create, interpret and compare data displays.	• Manipulate numbers using a range of strategies, including partitioning and regrouping, that are based on understanding and fluency with single-digit addition facts and place value. • Develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5 and 10 multiplication facts through games and meaningful practise. • Begin to use a modelling context to formulate, choose and use calculation strategies to communicate solutions with reasoning. • Identify the purpose of metric units, measure and compare familiar items. • Estimate and compare the duration of events using mathematical language. • Read time to the nearest minute and describe the relationship between hours and minutes. **Assessment task –** partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers and use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts **Assessment task –** To estimate, compare and measure the duration of events using formal units of time.
	Suggested at home ideas to support and develop your child's learning: • Estimate and model, when shopping or when you come across real world problem solving, how to round to the nearest number and break the numbers into parts to assist in calculations. • Count, count in 2s, 3s, 5s, 10s. Count forwards and count backwards. • Identify and discuss the real-world purpose of data and investigations. When do you use data? Why do we use it? Point out real-world examples. • Identify, if out and about, different maps and how to use them. • Use the language of position, near, next to, between, in-between, behind, in front etc when give instructions at home to collect an item.	**Suggested at home ideas to support and develop your child's learning:** • Talk through how you solve simple math problems, what strategies do you use? • Begin to practise basic multiplication facts. Use Lego to create array models to support your child in developing a strong number sense. • Ask your children what the time is using both analogue and digital clocks. Make estimations on activities your do at home. *How long do we think it will take us to read this book? Make dinner? Play Battle Ships? Eat this orange? Then time them.* • Use measuring tools at home to measure, bake and weigh items. • Discuss the real-world application of measuring, when do you use it at home?

Science

Students will explore the following big inquiry question:

How do living things grow and change?

Through the concepts of **change** they will explore the following questions:

- What is the difference between a living and non-living thing?
- What is a life cycle? What are the different characteristics of different life cycles?
- What does it mean to examine and classify?
- How can I represent different stages of a life cycle?
- What are the best tools we can use to organise our data and information regarding our observations and findings for living and non-living things?
- What is a scientific pattern? What is a scientific relationship? What is the different between them?
- How can I show a simple pattern or relationship?

Assessment tasks will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding.

Students will explore the inquiry question:

What's below the surface?

Through the concept of ***exploring***, they will:

- Describe the observable properties of rocks, soils and minerals.
- Investigate how and why rocks, soils and minerals are used, making real-world connections.
- Discover why rocks, soils and minerals are important resources of Earth.
- Compare the observable properties of rocks, soils and minerals.

Assessment task - Students will use samples of rocks, soils and minerals to describe their observable properties and respond to probing questions regarding their importance to Earth.

HASS

Students will explore the following big inquiry question:

'How does Australia compare to its neighbours?'

Through the concept of *perspective* they will explore the following:

- What are the specific features of Australia?
- What is a landmark? What do our historical landmarks represent?
- What has been the impact of our history?
- How was Australia, prior to colonisation, represented?
- How are different people connected to country and place?
- What are the different ways Australian First Nation Peoples connecting to Country/Place?
- What is Australia's natural, managed and constructed features?
- As a geographer, how do I communicate Australia's location compared to its neighbours?

Assessment tasks will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding.

Students will explore the following big inquiry question:

'How does Australia compare to its neighbours?'

Through the concept of *perspective* they will explore the following:

- What are the locations of Australia's neighbouring regions and countries?
- What are the differences between natural, managed and constructed features of Australia and its neighbouring countries?
- How can I use mapping conventions to identify and label Australia and its neighbouring countries?
- What are the similarities and differences between Australia and our neighbouring countries?
- How do we find Australia amongst its neighbours?
- What symbols and emblems represent Australia and our neighbouring countries?

Assessment tasks will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding.

Health

How do I grow strong on the inside?

Students will explore how success, challenge, setbacks and failure help build resilience and shape their developing identity. Through guided discussions and reflective activities, they will learn that challenges are a normal and important part of growth.

An assessment task will be developed as the unit progresses.

Physical Education

Cross Country

Students refine fundamental movement skills and apply movement concepts and strategies to participate effectively in cross country. They apply these skills, concepts and strategies to solve running challenges and run in a school cross country race.

Assessment - Students will run and apply concepts of pacing and effort, and strategies to manage cross country running challenges. They will participate in a school cross country.

'Run, jump, throw… GO!'

Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individual and group-based activities, including Athletics. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.

Assessment - Students will refine the fundamental movement skills of running, jumping and throwing, and apply movement concepts and strategies in games, and to solve challenges. They will understand the benefits of being physically active

Digital Technologies

What's your waste footprint?

Students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced).

Assessment task - *Assessment of student learning will be gathered through completion of project work. Students will collect and manipulate data to create information and describe how a familiar information system is used. They will draw, identify and explain data types and representations*

Music

Let's celebrate, let's remember

Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

Assessment task - Let's celebrate, let's remember: Collection of work**:** *Students compose, perform and respond to music of celebrations and commemorations.*

Japanese

My Place Your Place!

Students use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home.

No formal assessment.