

## Y03 Curriculum Overview Semester 2 2025

	Term 3	Term 4
English	<p style="text-align: center;"><b>Exploring language to express opinions.</b></p> <p>Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers.</p> <p>Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.</p> <p>Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.</p> <p><b>Assessment Task:</b> create a spoken text to express a preference and opinion about a favourite activity.</p>	<p style="text-align: center;"><b>Completing a novel study</b></p> <p>Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.</p> <p>Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.</p> <p><b>Assessment Task:</b> read, view and comprehend an imaginative text.</p> <p><b>Assessment Task:</b> create a written narrative text using ideas drawn from a familiar text.</p>
	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Regular reading of a variety of text, informative, persuasive and entertaining.</li> <li>Repeated reading of the same text.</li> <li>Discuss the main idea, vocabulary choices, connections they have with themselves and the text, connections they have with the world and the text and the types of character within texts.</li> <li>Model to them the difference between an opinion and a preference. Model modal language and how to put together an age-appropriate argument.</li> </ul>	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Regular reading of a variety of texts, informative, persuasive and entertaining.</li> <li>Repeated reading of the same text.</li> <li>Discuss the main idea, vocabulary choices, connections they have with themselves and the text, connections they have with the world and the text and the types of character within texts.</li> <li>Explore different language choices (nouns, verbs etc) that help develop a character, event or setting within a narrative.</li> <li>Discuss different ideas, settings, characters, problems and resolutions they could have when writing a story.</li> <li>Model how simple sentences can create mood or tension. Model precise verbs they could then use in their story.</li> </ul>
Mathematics	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will:</p> <ul style="list-style-type: none"> <li>Multiply and divide one- and two-digit numbers by using number sentences, diagrams and arrays to help them solve problems.</li> <li>Use mathematical modelling (see-plan-do-check) to solve real-life problems. They will choose the best calculation strategies and explain what their answers mean in the context of the problem.</li> <li>Recall multiplication facts for 3, 4, 5 and 10 and use them to work out related division facts.</li> <li>Recognise and represent unit fractions such as <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math> and <math>\frac{1}{10}</math> in different ways, and combine fractions with the same denominator to make a whole.</li> <li>Learn, measure and compare which metric units (like centimetres, kilograms and litres) are used to measure everyday items and will make estimates using known objects.</li> <li>Explore formal units of time (days, hours, minutes and seconds) to estimate and compare how long events take.</li> <li>Identify and compare angles, including recognising whether an angle is greater than, less than or the same as a right angle in real-life situations.</li> <li>Will recognise the relationship between dollars and cents, and show money values in different ways.</li> <li>Make, compare and classify objects by identifying their key features and explaining how these features help the object function as intended.</li> </ul> <p><b>Assessment Task:</b> Representing fractions and using mathematical modelling to solve practical problems.</p> <p><b>Assessment Task:</b> Measuring length, mass and capacity and making and classifying objects.</p>	<ul style="list-style-type: none"> <li>Recognise, represent and order natural numbers, learning to read, write and organise numbers beyond 10,000 using the correct conventions.</li> <li>Add and subtract two- and three-digit numbers by using place value to partition, rearrange and regroup numbers to make calculations easier—without a calculator.</li> <li>Use mathematical modelling (see—plan—do—check) to solve real-life problems, including with money. They write number sentences, choose useful strategies, sometimes using digital tools, and explain what the answers mean in context.</li> <li>Extend and apply addition and subtraction facts to 20 to help them use quick and efficient mental strategies for working with larger numbers.</li> <li>Estimate quantities in collections and when solving problems to check whether their calculations are reasonable.</li> <li>Recognise which metric units (like cm, kg, and L) are used to measure things and make estimates using familiar objects or known amounts.</li> <li>Understand how dollars and cents relate to each other and can show money values in different ways.</li> <li>Learn how addition and subtraction are inverse operations (they undo each other) and use this to partition numbers and find missing values in number sentences.</li> <li>Follow and create algorithms (a set of steps or instructions) to explore numbers and describe patterns they notice.</li> <li>Identify everyday events involving chance (like weather or games), describe outcomes as likely, unlikely, certain or impossible, and explain their reasoning.</li> <li>Conduct repeated chance experiments (like rolling dice or flipping coins), record outcomes, and talk about why the results may vary.</li> </ul> <p><b>Assessment Task:</b> Solving problems, finding unknowns and creating algorithms</p> <p><b>Assessment Task:</b> Identifying likelihood of events and conducting chance experiments<sup>o</sup></p>
	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Use pasta, buttons, or LEGO to make small groups (e.g. 3 groups of 4). Ask your child to draw what they made and write a number sentence (e.g. <math>3 \times 4 = 12</math>).</li> <li>Involve your child in planning a meal. Give them a \$10 budget and a shopping list.</li> <li>Play “Multiplication Bingo” or “Times Table Snap” using facts for 3, 4, 5 and 10.</li> <li>Cut a sandwich, apple or pizza into halves, quarters or thirds. Ask: “What fraction is this?” Choose a recipe to bake, referring to the <math>\frac{1}{2}</math> cup of sugar etc.</li> <li>Measure different real-world object at home. Estimate their length, mass or capacity before formally measuring.</li> </ul>	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Give your child a number like 245 and ask, “What is the value of each digit?” Then try splitting it in different ways (e.g. <math>200 + 40 + 5</math> or <math>100 + 145</math>)</li> <li>Play “Quick Facts” – give your child a number up to 20 (e.g. 15) and ask, “What goes with 7 to make 15?”</li> <li>Talk about daily activities— “Do you think it’s likely or unlikely it will rain today?” “Is it possible we’ll see a rainbow?” Discuss and sort events into likely, unlikely, certain, or impossible.</li> <li>Roll a die 20 times or flip a coin 30 times. Keep tally marks and talk about which outcomes happened often. Ask: “Did you expect that? Why do you think it happened?”</li> </ul>

Science	<p>Students will explore the following big inquiry question: <b>Why do things change?</b></p> <p>Through the concept of 'change' they will explore the following:</p> <ul style="list-style-type: none"> <li>• What are sources of heat energy?</li> <li>• What are examples of heat transfer?</li> <li>• How do I classify solids and liquids?</li> <li>• How does adding or removing heat energy lead to a change of state?</li> <li>• What is a fair test? How do I ensure my test was fair?</li> <li>• How do I pose an investigable question?</li> <li>• What patterns and relationships can I observe?</li> <li>• From my fair test, what conclusions can I make</li> </ul> <p><b>Assessment task</b> – Science Investigation – students will conduct a 'fair test' investigating which material is the best conductor.</p>	
HASS	<p>Students will explore the following big inquiry question: <b>'What makes a great community?'</b></p> <p>Through the concept of 'citizenship' they will explore the following:</p> <p>This inquiry will focus on the following aspects from The Australian Curriculum:</p> <ul style="list-style-type: none"> <li>• Why are rules important?</li> <li>• How do rules protect the rights of others?</li> <li>• What is our responsibility to others?</li> <li>• What are the consequences of rules not being followed?</li> <li>• How do people contribute to communities?</li> </ul> <p>How do I contribute to our community?</p> <ul style="list-style-type: none"> <li>• What is a source?</li> <li>• How do I know a source is relevant?</li> <li>• How a democratic vote works and is applied.</li> <li>• The importance of a 'leader' and the role that they play</li> <li>• How rules benefit a community</li> <li>• The process around the rule making</li> </ul> <p><b>Assessment</b> – Students will investigate how their local area has changed over time. They will explain the causes and effects of such changes and investigate how people have contributed to such changes.</p>	
Health & Media Arts	<p><b>How can I communicate a message using media art?</b></p> <p>Students will explore how, where and why media arts are created. They will investigate skills and strategies to interact respectfully with others, deepening their understanding of the relationship between inclusion and inclusive practices. They will use media art techniques to communicate mood, feeling and a message.</p> <p><b>Assessment task</b> – Students will use photography to communicate inclusive practices.</p>	
Physical Education	<p><b>Basketball buddies</b></p> <p>Students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass), catching and dribbling and transfer them to a range of movement situations. They develop understanding of court game movement concepts and strategies and apply these to solve the offence and defence challenges faced during the game of basketball. They also apply strategies for working cooperatively and apply rules fairly.</p> <p><b>Assessment</b> - Students will demonstrate effective passing, catching and dribbling when performing a variety of movement sequences. They demonstrate a scoring opportunity.</p>	<p><b>Sport for All - Part 1</b></p> <p>Students will develop and refine their fundamental ball control skills and apply them to a range movement situation. They develop an understanding of field game movement concepts within the context of Rounders.</p> <p><b>Assessment</b> - Students will demonstrate ball control skills in a variety of situations. They will understand how to use space to their advantage</p>
Design and Technologies	<p>Students will explore the following big inquiry question: <b>'People, production and process, what does it mean for me?'</b></p> <p>Through the concept of 'people, production &amp; process' they will explore the following:</p> <ul style="list-style-type: none"> <li>• What is a production process?</li> <li>• What people are involved?</li> </ul> <p>What technology is involved, both modern and traditional?</p> <ul style="list-style-type: none"> <li>• What is a design solution?</li> <li>• What is sustainability?</li> </ul> <p><b>Assessment task</b> – An assessment task will be developed.</p>	
Dance	<p><b>Celebrating dance</b></p> <p>Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p><b>Assessment</b> - Students will perform, choreograph and respond to dance used in celebrations from a range of cultures and communities.</p>	
Music	<p><b>Let's celebrate, let's remember (continued)</b></p> <p>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.</p> <p><b>Assessment task</b> - Let's celebrate, let's remember: <i>Collection of work, students compose, perform and respond to music of celebrations and commemorations.</i></p>	
Japanese	<p><b>A day in a Japanese school and teamwork.</b></p> <p>Students will learn about life in Japanese schools. They will engage in activities about school subjects including days of the week and the time of day. Students will write in Japanese scripts. They will focus on recognising hiragana characters and will understand the importance of stroke order when writing hiragana characters.</p> <p>No formal assessment.</p>	