

English		Science		HASS	
Informative Texts “Are We There Yet?”		Spinning Earth		Our unique communities How do people contribute to their unique communities?	
<p>Reading and Viewing</p> <p>Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas.</p> <p>The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading.</p> <p>Students explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning.</p> <p>Speaking and Listening</p> <p>Students interact with others to share information from texts.</p> <p>Writing and Creating</p> <p>Students use these texts as models to create their own report to present information about a place to a tourist.</p>		<p>Students 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 identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results.</p> <p>Assessment Task – Investigating the sun, Earth and us</p> <p>Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p>		<ul style="list-style-type: none">• 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• identify a point of view about the importance of different celebrations and commemorations to different groups• 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. <p>Assessment Task – Research</p> <p>Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.</p>	
Mathematics					
Number and Algebra Students: <ul style="list-style-type: none">• make estimates and determine the reasonableness of calculations• partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations.• extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers.• use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies.		Measurement and Space Students estimate, compare and measure the duration of events using formal units of time.		Statistics and Probability Not assessed this unit.	
Physical Education – Specialist		Health		Languages – Japanese	
Mr Rose This unit introduces Year 3 students to the foundational skills, rules, and values of Australian Rules Football (AFL) through engaging, play-based activities. Emphasis is placed on participation, coordination, and teamwork, while developing core movement skills like kicking, catching (marking), and handballing. Through modified games and cooperative activities, students will explore concepts like fair play, following instructions, and supporting each other. The environment will be supportive and inclusive, aiming to boost confidence, enjoyment, and physical literacy.		Classroom Teacher 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.		Mrs McDonald How We Celebrate In this unit, students use language to explore the concept of celebrations and make connections with own experiences. Students will: <ul style="list-style-type: none">• engage with a range of texts about seasonal celebrations in Japan• use a range of language to discuss and describe a variety of celebrations• compare celebrations in different countries• analyse and understand the systems of language relating to script recognition and Japanese sentence structure• participate in intercultural experiences and reflect on how participation in certain celebrations shape's identity.	
Digital Technologies		The Arts			
Mr Christy		Specialist Music – Mrs Hodgson		Specialist Visual Arts – Teacher	
This semester, students will demonstrate knowledge and understanding of digital systems and apply skills gained when using a desktop computer, including identifying the different features of a computer, using different Microsoft Office programs, demonstrating the safe use of the Internet and explaining the risks involved with using personal data online. They will collect and manipulate data to create information and describe how a familiar information system is used. Students will examine the advanced features in the coding program Scratch Desktop and use the knowledge gained to create a simple computer game. Assessment of activities will be ongoing throughout the semester.		In this unit, students will continue to learn songs to develop their in-tune singing voices. They will develop their understanding of staff notation, focusing on the notes BAGE as they learn the recorder. They will endeavor to cover the holes to form notes, learn to gently blow to produce a nice tone, as well as learn to articulate (tonguing). They will read, write and perform repertoire containing the rhythmic values semibreve, minim, crotchet, quaver, semiquaver and respective rests and solfa (d m s and l). Students will respond to music they make and hear.		Enchanted New Worlds Focus Artist – Rivika Merchant (Asia Pacific triennial artist) Students will <ul style="list-style-type: none">• explore the artworks of Rivika Merchant• explore the idea of future worlds which are environmentally sustainable• create an artwork focusing on a future new world, that is environmentally sustainable as inspired by the works of Rivika Merchant• utilise mediums including crayon, paint, pen and collage elements.• include the creation of hybrid creatures that can live in the new world• provide a written response detailing why their new world is sustainable (what elements make it sustainable, what features their hybrid creatures have that enable them to survive in this new world).	
				Specialist Dance – Mr Hyde	
				In Dance students will collaborate to create dances using dance elements, demonstrating control, accuracy, focus, projection and rhythm.	