Junction Park State School Curriculum Term Overview – Year 3

Term 4, 2026

English

Responding to Imaginative Texts and Sharing Opinions

Reading and Viewing
Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books and simple chapter books. Through texts, students discuss how characters and settings are connected in literature, and how language and visual features are used to convey actions, emotions and dialogue.

Speaking and Listening
Students use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts. They share ideas and express an opinion about a familiar character and their traits.

Writing and Creating
Students engage in shared and independent writing and/or learning experiences in response to texts.

Science

Hot Stuff

In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements.

They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.

HASS

Exploring Places Near and Far

In this unit, students investigate *"How and why are places similar and different?"* They:

- identify connections between people and the characteristics of places
- describe the diverse characteristics of different places at the local scale and explain the similarities and differences
- interpret data to identify and describe simple distributions and draw simple conclusions
- record and represent data in different formats, including labelled maps using basic cartographic conventions
- explain the role of rules in their community and share their views on an issue related to rule-making
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Mathematics

Number and Algebra
Students:

- order and represent numbers beyond 10 000
- manipulate numbers beyond 10,000 by partitioning and regrouping using understanding of place value
- begin to apply their understanding of algorithms to experiment with numbers and recognise patterns
- extend and apply 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

Measurement and Space
Students:

- make, compare and classify objects using key features
- estimate, compare and measure length, mass and capacity of objects.

Statistics and Probability
Students:

- use games to develop an understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events
- use chance experiments to understand that different outcomes can be the results of random processes.

Health and Physical Education

Physical Education - Mr Massey

Students develop their swimming skills and water safety knowledge. They practise safe water entries, floating, treading water, survival strokes and swimming strokes over longer distances. Students also develop safe diving skills and learn how to recognise and respond to important water safety situations.

Health – Classroom Teacher

Protective Behaviours
As part of Day for Daniel, students identify what it feels like to be safe and unsafe. They will identify family, friends and others who they can trust to help them and practise ways to ask for help. Students will understand they have the right to feel safe and to receive help.

Languages – Japanese

Newcombe Sensei

A Day in Japanese School
Students explore everyday school life in Japan and make connections with their own experiences at school. They learn and use Japanese to talk about school subjects, routines, days, months and other aspects of their school day. Through videos, texts and classroom activities, students develop intercultural understanding by noticing, comparing and reflecting on similarities and differences between Japanese and Australian school experiences.

Technologies

Design Technologies – Mr Christy

Students investigate how toys are designed to entertain, engage and challenge users. They explore how the properties of materials influence design decisions and how movement can be controlled within designed solutions. Students apply this understanding when designing and constructing a marble run.

The Arts

Specialist Music – Mrs Hodgson

This semester students study the recorder. Students learn to read simple songs on the staff and learn note names, note values and time signatures. Students create and respond to their own compositions on recorder, notating and performing these to the class. Students also sing a varied repertoire of songs and rounds and develop drumming skills, creating and performing using scored music.

Specialist Visual Arts – Ms Susi

Students explore a wide variety of artists who create portraits including Frida Kahlo and student artists from The Young Archies. They create their own self portrait using a variety of mediums and techniques. They also create a portrait in the style of Italian artist Modigliani.

Drama – Mr Hyde

Students use elements of drama such as voice, imagination, spatial awareness and movement to create and/or perform stories and dramatic situations. These situations may be improvised or devised and communicate ideas, perspectives and meaning. They perform in informal settings. Students describe elements of drama in the drama they create, observe and experience. They describe where, why or how drama is created across cultures and communities.