



Aspley State School

2025 Term 3 Parent Term Overview: Year 3

Key Learning Areas	Overview of Learning	Assessment Items
English	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. Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience. 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.	Speaking and Listening Create a spoken text to express a preference and opinion about a favourite activity.
Mathematics	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context build fluency from understanding by extending and applying 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 identify everyday situations when using metric units to measure and compare objects. 	<p>Representing fractions and using mathematical modelling to solve practical problems Represent unit fractions and their multiples in different ways. To use mathematical modelling to solve practical problems involving multiplication and division.</p> <p>Measuring length, mass and capacity and making and classifying objects Estimate, compare and measure length, mass and capacity of objects. To make, compare and classify objects.</p>
Science	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. They identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives.	
Humanities and Social Sciences (HASS)	<p>How and why are places similar and different?</p> <p>Students:</p> <ul style="list-style-type: none"> 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 between the characteristics of these places 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 	
Health and Physical Education (HPE)	<p>Health: Students create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>Physical Education: Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p>	
The Arts: Dance	Students make and respond to dance by exploring dance used in celebrations from a range of cultures.	
Languages: Japanese	Students use language to explore the concept of teamwork through group activities.	
The Arts: Music	Students make and respond to music through developing aural skills and the playing, performing and practising of instruments with a particular focus on recorder using elements of music including rhythm, pitch and dynamics in a range of pieces.	