



Aspley State School

2025 Term 4 Parent Term Overview: Year 3

| Key Learning Areas | Overview of Learning | Assessment Items |
|---------------------------------------|--|---|
| English | 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. 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. 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>Reading, Viewing and Comprehending Imaginative Texts Students read, view and comprehend an imaginative text</p> <p>Writing and creating imaginative texts Students create a written narrative text using ideas drawn from a familiar text</p> |
| Mathematics | <p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:</p> <ul style="list-style-type: none"> manipulate numbers beyond 10,000 by partitioning and regrouping using understanding of place value in the base-10 number system begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns use meaningful practice to 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 use games to develop a qualitative 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. | <p>Number, Algebra and Computational thinking Students order and represent numbers beyond 10,000 and solve problems involving two- and three-digit numbers, and to find unknowns in addition and subtraction number sentences and create algorithms and explore patterns.</p> <p>Probability and Probability experiments and simulations Students identify outcomes and the likelihood of events and conduct repeated chance experiments.</p> |
| Science | <p>What's the Matter? Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat energy affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.</p> | |
| Humanities and Social Sciences (HASS) | <p>How and why are places similar and different? In this unit students will:</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 | Out and About: students use language to explore the concept of community and everyday community interactions. | |
| 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. | |