



## Aspley State School

### 2026 Term 1 Parent Term Overview: Year 3

Key Learning Areas	Overview of Learning	Assessment Items
<b>English</b>	Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary. Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features. Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information.	<p><b>Reading, Viewing and Comprehending Informative Texts</b> Students read, view and comprehend a simple informative text</p> <p><b>Writing and Creating Informative Texts</b> Students create a written and multimodal informative text for an audience</p>
<b>Mathematics</b>	Students manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system. They develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice. Students also explore maps and determine key features of familiar spaces and use these when creating spatial representations. They undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.	<p><b>Space</b> Students interpret and create maps.</p> <p><b>Statistics and statistical investigations</b> Students conduct a statistical investigation and create, interpret and compare data displays.</p>
<b>Science</b>	<p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things.</p> <ul style="list-style-type: none"> <li>• Justify sorting living things into common animal and plant groups based on observable features.</li> <li>• Explore grouping familiar things into living, non-living, once living things and products of living things.</li> <li>• Understand that science knowledge helps people to understand the effect of actions.</li> <li>• They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations.</li> <li>• Identify and use safe practices to make scientific observations and record data about living and non-living things.</li> <li>• Students use scientific language and representations to communicate their observations, ideas and findings.</li> </ul>	
<b>Humanities and Social Sciences (HASS)</b>	<p><b>In this unit, students will focus on the key question:</b> How people contribute to their unique communities?</p> <ul style="list-style-type: none"> <li>• Identify individuals, events and aspects of the past that have significance in the present</li> <li>• Identify and describe aspects of their community that have changed and remained the same over time</li> <li>• Explain how and why people participate in and contribute to their communities</li> <li>• Identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>• Pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>• Sequence information about events and the lives of individuals in chronological order</li> <li>• Communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul>	
<b>Health and Physical Education (HPE)</b>	<p><b>Health:</b> Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p><b>Physical Education:</b> Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.</p>	
<b>Technology:</b>	Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.	
<b>Languages: Japanese</b>	Students will use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home.	
<b>The Arts: Music</b>	Students make and respond to music exploring songs including those since the arrival of the First Fleet in Australia.	