# Aspley State School

## 2026 Term 3 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 to read and write a narrative text. 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 writing 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. | **Comprehending Imaginative Texts**<br>Students read, view and comprehend an imaginative text<br><br>**Writing and creating imaginative texts**<br>Students create a written narrative text using ideas drawn from a familiar text |
| **Mathematics** | Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br>• become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations<br>• communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways<br>• learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context<br>• 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<br>• use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations<br>• identify everyday situations when using metric units to measure and compare objects. | **Number and Mathematical modelling**<br>Students represent unit fractions and their multiples in different ways and use mathematical modelling to solve practical problems involving multiplication and division.<br>**Measurement and Space**<br>Students estimate, compare and measure length, mass and capacity of objects, make, compare and classify objects and compare angles to a right angle |
| **Science** | Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They 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 identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They 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 | |
| **Humanities and Social Sciences (HASS)** | **Inquiry question:** How and why are places similar and different?<br>**In this unit, students:**<br>• Identify connections between people and the characteristics of places<br>• Describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places<br>• Interpret data to identify and describe simple distributions and draw simple conclusions<br>• Record and represent data in different formats, including labelled maps using basic cartographic conventions<br>• Explain the role of rules in their community and share their views on an issue related to rule-making<br>• Describe the importance of making decisions democratically and propose individual action in response to a democratic issue<br>• Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. | |
| **Health and Physical Education (HPE)** | **Health**: Students create and perform movement sequences using fundamental movement skills and the elements of movement.<br>**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. | |
| **Arts Drama** | Students make and respond to dance by exploring dance used in celebrations from a range of cultures. | |
| **Technology: Digital** | 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. | |
| **Languages:** | **Japanese:** Students use language to explore the concept of teamwork through group activities. | |
| **The Arts: Music** | Students make and respond to music exploring songs including those since the arrival of the First Fleet in Australia. | |