2026 CURRICULUM AND ASSESSMENT PLAN

Year Three

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	OUTLINE	**Examining imaginative texts (U1)** Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text.	**Examining informative texts (U2)** 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.	**Exploring language to express opinions (U3)** 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.	**Completing a novel study (U4)** 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.
	ASSESSMENT	**Summative assessment** 1.1 To relate ideas and express opinions about an imaginative text. (Speaking & Listening)	**Summative assessment** 2.1 To read, view and comprehend a simple informative text. (Reading & Viewing) 2.2 To create a written and multimodal informative text for an audience. (Writing & Creating)	**Summative assessment** 3.1 To create a spoken text to express a preference and opinion about a favourite activity. (Speaking & Listening)	**Summative assessment** 4.1 To read, view and comprehend an imaginative text. (Reading & Viewing) 4.2 To create a written narrative text using ideas drawn from a familiar text. (Writing & Creating)
MATHEMATICS	OUTLINE	**Number, Algebra, Space and Statistics (U1)** Students: • recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies • manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system • develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice • explore maps and determine key features of familiar spaces and use these when creating spatial representations • undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.	**Number, Algebra and Measurement (U2)** Students: • manipulate numbers using a range of strategies including partitioning and regrouping that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system • develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice • use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning • make estimates when solving problems to determine the reasonableness of calculations when checking the solution • recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations • identify everyday situations when using metric units to measure and compare events and duration.	**Number, Algebra, Space and Measurement (U3)** Students: • 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 • use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations • identify everyday situations when using metric units to measure and compare objects.	**Number, Algebra and Probability (U4)** Students: • 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 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.
	ASSESSMENT	**Summative assessment** 1.1 Space: Students interpret and create a map. 1.2 Statistics: Students conduct a statistical investigation and create, interpret and compare data displays.	**Summative assessment** 2.1 Number: Students partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers and use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts. 2.2 Measurement: estimate, compare and measure the duration of events using formal units of time.	**Summative assessment** 3.1 Number: Students represent unit fractions and their multiples in different ways. Students use mathematical modelling to solve practical problems involving multiplication and division. 3.2 Measurement and Space: Students estimate, compare and measure length, mass and capacity of objects. To make, compare and classify objects.	**Summative assessment** 4.1 Number: Students estimate and solve problems involving two- and three-digit numbers. They find unknowns in addition and subtraction number sentences and create algorithms and explore patterns. 4.2 Statistics: Students identify outcomes and the likelihood of events and conduct repeated chance experiments.

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	

TECHNOLOGIES	OUTLINE	**What digital systems do you use? (U1)**
		
		In this unit students will 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. They will:
		• identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
		• define simple problems and identify needs
		• develop technical skills in using a visual programming language to create a digital solution
		• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
		• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
		• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs
		• develop skills in computational and systems thinking when solving simple problems and creating solutions.
				Unit 3: Pinball paradise
				Engineering principles and systems
				
				In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use.
				Students apply processes and production skills, including:
				• investigating by:
				  ○ exploring games with moving parts
				  ○ testing materials, tools and techniques
				  ○ exploring techniques for shaping and joining materials and creating mechanisms
				• generating, developing and communicating design ideas for:
				  ○ a pinball machine
				  ○ a games room environment
				• producing by working safely with components and materials to create a functioning product
				• evaluating design ideas and processes for the product and environment
				• collaborating as well as working individually throughout the design and production
				• managing by sequencing production steps.	

	ASSESSMENT	**Summative assessment** <u>Assessment task 1:</u> Identify and describe digital systems and solutions <u>Assessment task 2:</u> Guessing game Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.		**Summative assessment** Students design and make a pinball machine that is fun to play. They design a games environment for pinball machines.	
SCIENCE	OUTLINE	**Hot stuff (U3)** 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.	**What's the matter? (U4)** 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 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.	**Is it living? (U1)** Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	**Spinning Earth (U2)** 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 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. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.
	ASSESSMENT	**Summative assessment** *Understanding heat* – Students investigate the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.	**Summative assessment** *Investigating solids and liquids* – Students investigate about liquids and solids changing state when heat is added or taken away. To make a prediction, record observations and suggest reasons for findings. To describe how safety and fairness were considered.	**Summative assessment** *Investigating living things* – Students group living things based on observable features and distinguish them from non-living things.	**Summative assessment** *Investigating the sun, Earth and us* – Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.

HASS	OUTLINE	**Celebrations (U1)** *Inquiry questions:* • How/Why is Anzac Day significant to different groups?	**Exploring places near and far (U2)** *Inquiry questions:* • How is my community unique? • How do people contribute to their communities? In this unit, students: • identify key parts of a map of Australia • Interpret photographs of Forest Lake • compare city, suburban and rural • explore the significance of Uluru • respond to a community issue • explain making decisions democratically
	ASSESSMENT	**Summative assessment** Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?	**Summative assessment** Students **Inquiry A** • Map of Australia • Interpret photographs of Forest Lake • Scratch Jnr animation – compare Brisbane City, Forest Lake & The Lockyer Valley • Significance of Uluru **Inquiry B** • communicate their action to respond to a community issue • Explain the roles of rules in our community and the importance of making decisions democratically.

		SEMESTER ONE	SEMESTER TWO
		Visual Arts	**Media Arts**
THE ARTS	OUTLINE	**Tiny worlds (U2)** In this unit, students explore the communication of diversity in environments through the manipulation of visual language. Students will: • explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places • experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) • collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach • compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.	**Persuade to protect (U1)** In this unit students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.
	ASSESSMENT	**Summative assessment** Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks. Tiny world construction.	**Summative assessment** Students explore media artworks that inform the making of an advertisement (using technology) which persuades a targeted audience support an environmental issue.
		Music	
	OUTLINE	**Tuned Percussion** Students continue to develop their in-tune singing voices through the singing of simple songs and the use of solfa, hand-signs and singing games. They read, write and perform with rhythms  and solfa (do, mi, so and la) and learn about 3 metre. Students develop an understanding of staff notation, play tuned and un-tuned percussion instruments and respond to music they make and hear.	**Intro to Recorder** Students continue to develop their in-tune singing voices through singing limited range, simple songs and the use of solfa, hand-signs and singing games. They develop an understanding of staff notation including time signatures for 2 metre, 3 metre and 4 metre and read from the staff focusing on the notes E G and A. Students begin to learn recorder and respond to music they make and hear.
	ASSESSMENT	**Summative assessment** Students will: • perform a known song with three notes by singing in solfa and letter names and playing tuned percussion. • compose an 8 beat rhythmic composition in 3 metre and show their understanding of music elements by manipulating them in their performance • describe music they listen to by identifying elements of music and why and how the music is composed (Peter and the wolf)	**Summative assessment** Students will: • perform a known song on recorder using correct technique and 2 notes (G and E), reading from the staff. They will also perform an unknown tune, sight-reading from the staff (G and E only) • Use their composition from 1st semester and add the notes E(mi), G(so) and A(La). Be able to sing in sofa and play on their recorder using the correct technique. • discuss how they and others use the elements of music in their compositions, describing similarities and differences

	SEMESTER ONE	SEMESTER TWO
	Dance	
OUTLINE	Students will develop knowledge and understanding of their bodies and how they can be utilised to perform and produce movement. They have the opportunity to develop their gross motor movements such as **slides, gallops, swings, twists** and **collapses.** Students will refine dance technique and flexibility ensuring they are implementing safe dance practices. They will perform a choreographed dance in front of a live audience and will reflect on their performance and rehearsal practices.	Students will continue to develop technical and expressive skills. They will explore and improvise new movement possibilities using a slow tempo. Students will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance. They will be given the opportunity to improvise and structure movement ideas to create dance sequences that conveys an emotion/theme in a collaborative small group setting.
ASSESSMENT	**Summative assessment** Students: • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • understand that there are many ways to express themselves in Dance.	**Summative assessment** Students: • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • respond to dance works from a range of contexts • reflect on their own dance making • have a variety of individual responses • think about and plan responses to stimulus • work together to imagine ideas and create movement • understand that there are many ways to express themselves in Dance • uses choreographic devices • Use the elements of dance to support their movements.

		SEMESTER ONE		SEMESTER TWO	
JAPANESE	OUTLINE	**Me and my place** In this unit, students use language to introduce themselves, explore the concept of housing in Japan and make connections with student's own personal spaces within a home. They will: • share their name and information about aspects of their personal spaces (such as their bedroom) • engage with a range of texts about housing in Japan • use a range of language to discuss and describe aspects of housing • analyse and understand the systems of language relating to pronunciation • participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes.	**Out and about** Students use language to explore the concept of community and everyday community interactions. They will: • engage with a range of texts about places in the community • use a range of language to discuss preferences for items in a store/restaurant • analyse and understand the systems of language relating to pronunciation and script recognition and Japanese sentence structure • participate in intercultural experiences to compare shopping interactions and experiences in Japan and Australia	**What builds a good team?** Students use language to explore the concept of teamwork through group activities. They will: • engage with a range of texts about team games played on sports days in Japan • use a range of language to participate appropriately in group activities involving teamwork • compare types of games and language used in games in Japan and Australia • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to reflect on language and culture associated with respect and teamwork in games.	**Kumiko and the dragon** In this unit, students use language to explore the concept of life and culture in Japan and make connections with own experiences. Students will: • engage with a range of texts about life experiences in Japan • use a range of language to discuss life experiences • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.
	ASSESSMENT	**Collection of work** The assessment will gather evidence of the student's ability to: • introduce themselves • identify specific items of information • create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources • describe people and events using adjectives and appropriate verb forms • apply word order (subject–object–verb) in simple sentences • identify ways in which rhythm is used to chunk phrases within a sentence	**Collection of work** The assessment will gather evidence of the student's ability to: • use language spontaneously in simple familiar communicative exchanges • respond to simple questions using short spoken statements • use counter classifiers in response to questions • identify specific items of information, when listening to texts • identify ways in which rhythm is used to chunk phrases within a sentence • know how to create questions using the sentence-ending particle か	**Collection of work** Skills assessed: Writing, Speaking The assessment will gather evidence of the student's ability to: • use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another • use language spontaneously in simple familiar communicative exchanges • translate simple texts using classroom resources, noticing that some words and expressions do not translate easily • identify examples of cultural differences between ways of communicating in Japanese and in their own language/s • identify language variations that occur according to the age and relationship of participants, and according to the situation.	**Collection of work** Modes assessed: speaking, The assessment will gather evidence of the student's ability to: • interact with the teacher and peers in regular classroom routines and structured interactions • use formulaic and rehearsed language to exchange information in familiar interactions • use language spontaneously in simple exchanges • respond to simple questions using short spoken statements • identify specific items of information when viewing texts • identify ways in which Japanese language reflects ways of behaving and thinking.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	OUTLINE	**Identity (U1)** Students will: • identify influences that strengthen their identities • suggest ways to respond positively to challenges and failures**,** such as using self-talk, early help-seeking behaviours, and optimistic thinking • predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can to do support them.		**Being healthy (U2)** Students will: • explore the benefits of being healthy and physically active • practise strategies to promote health, safety and wellbeing examine *The Australian Guide to Healthy Eating*	
	ASSESSMENT	**Summative assessment** Students identify influences that strengthen identities.		**Summative assessment** Students demonstrate an understanding of the benefits of being healthy and physically active.	
PHYSICAL EDUCATION	OUTLINE	**Netball** Students create and perform movement sequences using fundamental movement skills in netball and the elements of movements. They understand the benefits of being healthy and physically active.	**Athletics** Students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individually based activities. Students will apply these skills when participating in athletic events and refine movement concepts and strategies. They will also explore the benefits of physical activity to health and wellbeing.	**Modified AFL** Students will refine the fundamental movement skills when participating in modified AFL games and activities. They will solve movement challenges when playing volleyball. They will apply strategies for working cooperatively and apply rules fairly.	**Badminton** Students refine fundamental movement skills and movement concepts and strategies in a variety of physical activities and to solve movement challenges when participating in badminton games and activities.
	ASSESSMENT	**Summative assessment** Create and perform movement sequences using fundamental movement skills and the elements of movement. Students understand the benefits of being healthy and physically active.	**Summative assessment** Students refine fundamental movement skills. They apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	**Summative assessment** Students refine fundamental movement skills. They apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	**Summative assessment** Students refine fundamental movement skills and movement concepts and strategies in a variety of physical activities and to solve movement challenges.