2026 YEAR THREE CURRICULUM PLAN

Learning Area	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	**Unit 2: Examining informative texts** 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. **Assessment** 2.1 To read, view and comprehend a simple informative text. **(R&V)** 2.2 To create a written and multimodal informative text for an audience. **(W&C)** ***Biology: Life Cycles***	**Unit 1: Examining imaginative texts** Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. **Assessment** 1.1 To relate ideas and express opinions about an imaginative text. **(S&L)**	**Unit 4: Completing a novel study** 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. Text: Kumiko and the Dragon **Assessment** 4.1 To read, view and comprehend an imaginative text. **(R&V)** 4.2 To create a written narrative text using ideas drawn from a familiar text. **(W&C)**	**Unit 3: Exploring language to express opinions** 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. **Assessment** 3.1 To create a spoken text to express a preference and opinion about a favourite activity. **(S&L)**
Maths	**Unit 1: Number, Algebra, Space, Statistics** Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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. **Assessment** 1.1 — Space 1.2 — Statistics and Statistical investigations	**Unit 1: Number, Algebra, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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. **Assessment** 4.1 — Number, Algebra and Computational thinking 2.2 — Measurement	**Unit 3: Number, Algebra, Space, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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. **Assessment** 3.1 — Number and Mathematical modelling 3.2 — Measurement and Space	**Unit 4: Number, Algebra, Probability** Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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** 2.1 — Number and Mathematical modelling 4.2 — Probability and Probability experiments and simulations
HASS	**Unit 1: Truth Telling** (History) Students develop knowledge and understanding about the causes and effects of change in their community and the contributions of people from diverse backgrounds who have shaped these changes. They investigate past and present aspects of daily life, such as transport, entertainment, environments and technologies, by posing questions, collecting and interpreting information from sources including newspapers, oral histories, diaries and letters, and using historical terms to explain their findings. Students identify individuals and groups who have influenced their community, examine why changes occurred, and describe the effects of these changes. They also develop knowledge and understanding about the significance of events, symbols and emblems in representing Australia's identity and diversity. Students explore the origins of national and cultural celebrations and commemorations, recognise different perspectives on these events, and interpret the meanings of symbols and flags.		**Unit 2: Australia and Our Asian Neighbours** (Geography) Students develop knowledge and understanding about how places in Australia and its neighbours are represented. They locate states, territories, capital cities and neighbouring countries, and investigate the main climatic types of the region and their effects on people and environments. Students describe the representation of Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation. They explore how First Nations Australians are interconnected with Country/Place in different parts of Australia. Students compare similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features, housing and settlements, and consider reasons for these. They collect, interpret and analyse information from maps, images and other sources, and present explanations using geographical terms to describe people, places and their connections across local, national and regional scales. Students create an informative poster about an Asian Country aligned to Unit 3 English Speaking and Listening Task. **Unit 3: Santa's Village** (Civics and Citizenship) Students investigate the importance of rules and laws in communities, and the roles of local government and citizens in contributing to community life. In doing so, they propose actions or responses to issues and reflect on how individuals can contribute positively to their communities. Students collaboratively design and create Santa's Village (or another chosen character's village). Students identify community needs, develop rules and laws, and assign roles and responsibilities to support the effective functioning of the village.	

HPE	**Unit 1: Managing changes and understanding influences on behaviours** Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions. Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.		**Unit 2: Adapting movement strategies and interpreting health information** Students interpret health information and messages and reflect on how they affect decisions and behaviours to enhance their health, safety, relationships and wellbeing. Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations. Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships.	
Science	**Unit 1: Biological sciences** Students classify and compare living and non-living things, recognising that some classifications are not straightforward. They investigate different plant and animal life cycles and use tables, models and digital tools to identify patterns and represent life stages, including metamorphosis. Students use scientific vocabulary to describe how living things grow and change and explore how understanding life cycles helps us design environments that support species such as insects and frogs.	**Unit 2: Chemical sciences** Students investigate changes of state, such as melting and freezing, and compare the properties of materials before and after these changes. They classify solids and liquids, explore semi-solids, and learn how heating and cooling affect materials. Using simple frameworks, they plan fair and safe investigations and record observations with digital tools. Students compare results, draw conclusions, pose new questions and use scientific vocabulary to describe the behaviour of solids and liquids, including practical and sustainable uses of changes of state.	**Unit 3: Earth and space sciences** Students investigate soils, rocks and minerals by comparing their properties using tables and organisers. They explore how these materials are used in natural and built environments, including everyday uses and those of Aboriginal peoples and Torres Strait Islander peoples. Students examine how scientific knowledge helps solve problems, such as matching soil types to plant needs. They pose questions, look for patterns and make predictions, then compare findings and communicate conclusions using scientific vocabulary in simple visual representations.	**Unit 4: Physical sciences** Students explore sources of heat and learn how temperature can be sensed, measured and described. They investigate how heat transfers through different materials and apply this knowledge to everyday decisions about conductors and insulators. Using scaffolds, they plan and conduct fair tests, measure temperature changes with tools like thermometers and timers, and record data accurately. Students use digital tools to create tables and graphs that help them identify patterns, such as how ambient temperature affects melting time.
Digital Technologies	**Unit 1: Digital Technologies** Students learn how data can be represented in different ways and explore how digital systems transmit information. They investigate digital devices and peripherals, practise using secure passwords and build awareness of online safety and protecting personal data. Students use common digital tools to plan, create and share content, collaborating safely and responsibly.		**Unit 2: Digital Technologies** Students develop their computational thinking by designing and creating simple digital solutions, both individually and collaboratively. They practise defining problems using provided design criteria and co-developed user stories, strengthening their ability to plan and refine solutions. Students follow and describe simple algorithms that incorporate branching and iteration, implementing them as visual programs.	
Design and Technologies			**Unit 1: Design and Technologies: Engineering principles and systems; Materials and technologies specialisations** Students engage with engineering principles and systems, as well as materials and technologies specialisations, to explore how forces and material properties influence the function of products and systems. They examine design and technologies occupations and consider factors, including sustainability, that impact the development of products, services, and environments to meet community needs. Students use technologies such as tools, equipment, materials and components to individually and collaboratively plan and safely make designed solutions. They develop a sense of self and ownership of their ideas while considering the perspectives of their peers and communities as consumers.	
Japanese	**Unit 1: Exploring the language to play, plan and negotiate** Students explore games popular with children in Japan and Australia, and the language used when playing, planning and negotiating with others. Students engage with a range of texts in Japanese that help them participate and play games according to the rules, and to identify the equipment required. Students use Japanese to create spoken texts using formulaic words, phrases, expressions and structures to play games; invite others to join in; take turns; give each other instructions; cheer each other on, and express praise or encouragement.			
The Arts			**Unit 1: Visual Arts and Music** In this unit, students explore how visual artists use elements and techniques to express ideas and meaning. They investigate where, why and how artworks are created across cultures and contexts. Through guided listening and simple music-making, students examine how different musical styles can influence or reflect visual art. They create their own artworks inspired by these musical experiences and share their work in informal settings, describing the artistic choices they made.	**Unit 2: Drama** In this unit, students explore how drama elements and conventions are used to communicate ideas and meaning. They learn where, why and how dramatic works are created and presented across different cultures and contexts. Through improvised and rehearsed play, students use drama skills to create short performances that express ideas and perspectives. They share their work in informal settings and describe the choices they made in creating and presenting their drama.