



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 3

2026

TERM 1 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>EXAMINING IMAGINATIVE TEXTS</p> <p>Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text.</p> <p>They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.</p> <p>Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. When relating ideas and expressing their opinions about imaginative texts, students will use more formal language and specific vocabulary when delivering oral presentations to an audience.</p>	<p>Assessment Technique – Performance/Presentation</p> <p>Relate ideas and express an opinion about an imaginative text</p>
MATHS	<p>NUMBER</p> <ul style="list-style-type: none">recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficienciesmanipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number systemdevelop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice <p>SPACE</p> <ul style="list-style-type: none">explore maps and determine key features of familiar spaces and use these when creating spatial representations <p>STATISTICS</p> <ul style="list-style-type: none">undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate finding	<p>Assessment Technique – Short answer response</p> <p>Interpreting and creating a map</p> <p>Assessment Technique – Statistical investigation</p> <p>Conducting a guided statistical investigation</p>
SCIENCE	<p>BIOLOGICAL SCIENCES</p> <p>Students use provided scaffolds to classify and compare living and non-living things. They explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply, for example: fire appears to have some characteristics in common with living things but is non-living.</p> <p>Students examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals. They are supported to use more sophisticated ways of identifying patterns and relationships, such as using tables and models to relate physical characteristics of living things with their activity at different stages of their life cycle. They use digital photographs, concrete materials and drawings to represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages.</p> <p>Students explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs and other animals. Will classify and compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals.</p>	<p>Assessment Technique – Short response</p> <p>Classifying living and non-living things and life cycles</p>
HASS	<p>OUR UNIQUE COMMUNITIES</p> <p>How do people contribute to their unique communities?</p> <p>In this unit, students:</p> <ul style="list-style-type: none">identify individuals, events and aspects of the past that have significance in the presentidentify and describe aspects of their community that have changed and remained the same over timeexplain how and why people participate in and contribute to their communitiesidentify a point of view about the importance of different celebrations and commemorations to different groupspose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusionssequence information about events and the lives of individuals in chronological order	<p>Assessment Technique – Investigation</p> <p>Students conduct an inquiry to answer the following question: How do people contribute to their unique communities?</p>
PROGRAM ACHIEVE	Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. Utilising a growth mindset, they will work towards developing the skills of confidence, persistence and organisation to work and achieve as a team. Students will acknowledge the character strengths in themselves and others when building positive relationships.	<p>Monitoring</p> <p>Observation</p>