Springfield Central State School
Year 3
2026
Term 2 Overview

LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	**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. 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. Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.	**Assessment Technique – Short Response / Observed Demonstration** Reading, viewing and comprehending informative texts **Assessment Technique – Short Response** Writing and creating informative texts
MATHS	**NUMBER** • 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 **ALGEBRA** • make estimates when solving problems to determine the reasonableness of calculations when checking the solution **MEASUREMENT** • 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 Technique – Short Answer Response** Using mathematical modelling, makes estimates and additive strategies to solve problems **Assessment Technique – Test / Examination** Estimating, measuring and comparing duration of events
SCIENCE	**CHEMICAL SCIENCES** Students plan and conduct investigations into changes of state, including melting and freezing. They compare and record observations of properties before and after a change of state, using digital tools, as appropriate. Students investigate how changes of state involve the removal or addition of heat energy. They classify materials as solids or liquids based on their properties and explore substances that are semi-solid, for example: jelly. Students investigate practical uses for changes of state, including how changes from solid to liquid and liquid to solid support sustainable use of materials. They use provided frameworks and graphic organisers to plan what to change, what to keep the same and what to measure to keep investigations fair and safe. Students compare their findings with those of others, explain how they keep investigations fair and identify further questions for exploration. They draw conclusions based on experimental findings and use scientific vocabulary to describe properties and behaviours of solids and liquids.	**Assessment Technique – Short response** Exploring solids and liquids and changes of state
HASS	**OUR UNIQUE COMMUNITIES** How do people contribute to their unique communities? In this unit, students: • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms	**Assessment Technique – Investigation** Students conduct an inquiry to answer the following question: How do people contribute to their unique communities?
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.	**Monitoring -** Observation