



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 3

2025

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.</p> <p>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"> Manipulate numbers using understanding of place value in the base-10 number system including partitioning and regrouping <p>SPACE</p> <ul style="list-style-type: none"> determine key features of familiar spaces and use these when creating spatial representations (maps) <p>STATISTICS</p> <ul style="list-style-type: none"> undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representations of categorical and discrete numerical data and report findings recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results 	<p>Assessment Technique – Project</p> <p>Interpreting and creating a map</p> <p>Assessment Technique – Investigation</p> <p>Conducting a guided statistical investigation</p> <p>Monitoring Strategy</p> <p>Exploring numbers to 9 999</p>
SCIENCE	<p>IS IT LIVING?</p> <p>Students will classify and compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals. They will represent stages of a plant or animal's life cycle using drawings, digital photographs, graphic organisers and concrete materials.</p> <p>Students will consider how people use scientific explanations to meet a need or solve a problem and write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate.</p>	<p>Assessment Technique – Supervised Assessment</p> <p>Investigating living things</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 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 	<p>Assessment Technique – Investigation</p> <p>Our unique communities</p>
PROGRAM ACHIEVE	<p>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>	<p>Monitoring</p> <p>Observation</p>