



# SPRINGFIELD CENTRAL STATE SCHOOL

## YEAR 3

## 2025

### TERM 3 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p><b>EXPLORING LANGUAGE TO EXPRESS OPINIONS</b></p> <p>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.</p> <p>Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers.</p> <p>Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.</p> <p>Students engage in shared and independent writing and/or learning experiences to create persuasive responses for an audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.</p>	<p><b>Assessment Technique – Performance/Presentation</b></p> <p>Create a spoken text to express an opinion about a topic</p>
MATHS	<p><b>NUMBER</b></p> <ul style="list-style-type: none"><li>become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations</li><li>communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways</li><li>learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context</li></ul> <p><b>ALEGBRA</b></p> <ul style="list-style-type: none"><li>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</li></ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"><li>use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations</li></ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"><li>identify everyday situations when using metric units to measure and compare objects</li></ul>	<p><b>Assessment Technique – Short Response/Project</b></p> <p>Representing fractions and using mathematical modelling to solve practical problems</p> <p><b>Assessment Technique – Short response</b></p> <p>Measuring length, mass and capacity and making and classifying objects</p>
SCIENCE	<p><b>HOT STUFF</b></p> <p>Students identify sources of heat, explore how to sense heat and recognise that changes in temperature can be measured and described.</p> <p>Students compare how well heat transfers through materials such as metals, plastics and ceramics. They examine how scientific explanations of temperature change and heat conduction inform everyday decision making and problem solving, such as determining the best conductor or insulator for an everyday purpose.</p> <p>Students use provided scaffolds to plan and conduct safe and fair investigations into heat transfer and temperature change. With guidance, they use instruments, including timers and thermometers, to collect measurements and record these with accuracy.</p> <p>Students are supported to use digital tools as they further develop their ability to construct and use tables and column graphs. They use these scaffolds to represent and explore patterns and relationships, such as the relationship between ambient temperature and time taken to melt.</p>	<p><b>Assessment Technique – Experimental Investigation</b></p> <p>Identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects.</p>
HASS	<p><b>EXPLORING PLACES NEAR AND FAR</b></p> <p><b>Inquiry question:</b> How and why are places similar and different?</p> <p><b>In this unit, students will:</b></p> <ul style="list-style-type: none"><li>identify connections between people and the characteristics of places</li><li>describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li><li>interpret data to identify and describe simple distributions and draw simple conclusions</li><li>record and represent data in different formats, including labelled maps using basic cartographic conventions.</li><li>explain the role of rules in their community and share their views on an issue related to rule-making</li><li>describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li><li>communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li></ul>	<p><b>Assessment Technique – Extended response</b></p> <p>Exploring characteristics of places near and far</p>
PROGRAM ACHIEVE	<p>Students engaged in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will focus on their own wellbeing and learn how to describe different feelings within themselves and others. Students will explore how to recognise the physical symptoms of when they feel angry, sad or worried and develop strategies for managing these emotions.</p>	<p><b>Monitoring</b></p> <p><b>Observation</b></p>