Springfield Central State School
Year 3
2026
Term 3 Overview

LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	**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. Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience. 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.	**Assessment Technique – Performance/Presentation** Create a spoken text to express an opinion about a topic
MATHS	**NUMBER** • communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways • 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 **ALEGBRA** • become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations • learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context **SPACE** • use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations **MEASUREMENT** • identify everyday situations when using metric units to measure and compare objects	**Assessment Technique – Short Response/Project** Representing fractions and using mathematical modelling to solve practical problems **Assessment Technique – Short response** Measuring length, mass and capacity and making and classifying objects
SCIENCE	**EARTH AND SPACE SCIENCES** Students use tables and graphic organisers to organise and compare data and information about the properties of soils, rocks and minerals, including texture, colour, grain or crystal size. Students investigate a range of soils and rocks as key components of the built and natural environment. They explore everyday uses of minerals such as in gemstones in jewellery, graphite in pencils and table salt in food. They engage with Aboriginal peoples' and Torres Strait Islander peoples' knowledge and use of rock and mineral types, such as for tools and pigments. Students explore the use of scientific explanations to meet needs or to solve problems, such as examining different plant soil requirements and exploring vocabulary used to describe soils. Students pose questions when they investigate patterns and relationships, such as the relationship between soil features and plant growth and make predictions based on observations. Students compare their findings with those of others and draw conclusions. They use scientific vocabulary to communicate ideas about science, society and Earth resources in posters, diagrams and/or pictorial maps.	**Assessment Technique – Investigation** Investigating soils, rocks and minerals
HASS	**EXPLORING PLACES NEAR AND FAR** **Inquiry question:** How and why are places similar and different? **In this unit, students will:** • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	**Assessment Technique – Extended response** Inquiry question - How and why are places similar and different?
PROGRAM ACHIEVE	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.	**Monitoring** Observation