



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 3

2026

TERM 4 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	COMPLETING A NOVEL STUDY Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.	Assessment Technique – Short Response Read, view and comprehend an imaginative text Assessment Technique – Extended Response Create a written narrative text using ideas drawn from a familiar text.
MATHS	NUMBER - manipulate numbers beyond 10 000 by partitioning and regrouping using understanding of place value in the base-10 number system - use meaningful practice to extend and apply 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 ALEGBRA - begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns PROBABILITY - use games develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events - use chance experiments to understand that different outcomes can be the results of random processes.	Assessment Technique – Test / Examination Solving problems, finding unknowns and creating algorithms Assessment Technique – Probability experiment and simulation / Short response Identifying likelihood of events and conducting chance experiments
SCIENCE	PHYSICAL SCIENCES Students identify sources of heat, explore how to sense heat and recognise that changes in temperature can be measured and described. 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. 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. 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.	Assessment Technique – Experimental investigation Investigating the transfer of heat
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 Conduct an inquiry to investigate how and why places are 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