



2026

Term 2 Learning Overview YEAR 3

<p>English</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Explicit instruction in spelling focuses on phonics, word patterns and the importance of morphology (the study of word structure, including prefixes, suffixes, and meaning/root of a word) <p>Reading</p> <ul style="list-style-type: none"> • Ancient Rome Knowledge Unit, Medieval African Kingdoms Knowledge Unit (3/4 split) - reading, writing and discussion tasks will be complementary to the text • Water – conservation, health, oceans and rivers • Iron Man Novel Study (2/3 split) • Fluency - teacher guided and independent practice of a given passage to rehearse phrasing, pace, accuracy, intonation and expression <p>Writing</p> <ul style="list-style-type: none"> • Narrative • Information Text • Syntax and grammar – irregular plurals, conjunctions, expanding sentence kernels, boundary punctuation, changing sentence types <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Explore language structures to make a comment during class discussions • Plan and deliver an oral presentation about a given topic
<p>Mathematics</p>	<p>Number and Algebra</p> <ul style="list-style-type: none"> • Multiplication and division of 2-digit by 1-digit numbers and exploring inverse relationship • Addition and subtraction strategies • Fractions of collections and shapes • Students write own addition and subtraction word problems <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Length • Mass • Models of prisms and pyramids <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Describing outcomes • Picture graphs and data tables <p>*All areas will include worded problems</p>

<p>HaSS (Humanities & Social Sciences)</p>	<p>Celebrations and Commemorations</p> <ul style="list-style-type: none"> • Historical origins and significance of celebrations and commemorations such as Sorry Day, Reconciliation Week, NAIDOC Week, ANZAC Day, WA Day <p>Geography</p> <ul style="list-style-type: none"> • Australia's neighbours • Language groups of Australia's Aboriginal and Torres Strait Islander Peoples as a division of Country/Place
<p>Design Technologies</p>	<ul style="list-style-type: none"> • Investigate the production and consumption of food or fibre (Brownes Dairy excursion Week 8-10) • Create a product to achieve a purpose considering the properties of the materials
<p>Italian</p>	<ul style="list-style-type: none"> • Numbers 20 – 100 • Days of the Week • Reteach: ci, ce, chi, che, gi, ge, • Months • Birthdays (cultural, informing of own) • Family vocabulary • Family (cultural study of concept) • Characteristics of family members
<p>Physical Education</p>	<ul style="list-style-type: none"> • Dribbling skills - Students will develop and strengthen object manipulation skills by dribbling with their feet, hands and stick, through a variety of individual, small group and whole-class games. • Cross-county running - Students will be develop running for distance skills, such as gait-speed differentiation and pacing, in preparation for the cross-country carnival.
<p>Health</p>	<ul style="list-style-type: none"> • Protective behaviours and communication skills to respond to unsafe situations • Strategies to use when help is needed • Strategies for seeking, giving and denying permission
<p>The Arts - Music</p>	<ul style="list-style-type: none"> • Learn songs for assembly – community singing • Revise 2/4, 3/4 and 4/4 time signatures • Revise basic rhythms and learn tikka tikka, and semibreve/whole note rest • Use the correct playing technique to play non-tuned percussion instruments (rhythmic instruments) following a simple score and conductor's gestures • Crescendo and decrescendo (getting louder and getting softer) • Repeat sign : and internal repeats : : • Discuss composers' musical works, their purpose and the musical elements used within them

	<ul style="list-style-type: none"> • Create, improvise and perform music individually and in pairs using body percussion and instruments to demonstrate musical concepts and reflect on it <p>Concepts and skills are introduced and developed during activities involving singing, chanting, moving and playing of instruments. Students are provided with opportunities to listen to, perform and reflect on performances.</p>
<p>The Arts – Visual Art</p>	<ul style="list-style-type: none"> • Investigate colour (tints/shades), texture and shape through drawing, painting and mixed media • Create artworks that represent ideas inspired by environment, culture and stories • Explore artworks from different cultures, with a focus on Aboriginal and Torres Strait Islander styles, symbols and meanings
<p>Science</p>	<p>Physical Sciences</p> <ul style="list-style-type: none"> • Students focus on heat energy and its transformation and transfer. • Students examine different types of heat transfer, such as conduction of heat energy from a pot of hot water to a metal spoon in the pot. • Students explore which materials are good conductors and insulators of heat. • Students explore transformation of heat energy for example electrical energy transforms to heat energy in a toaster, or heat energy transforms to chemical energy when cooking an egg on a stovetop. <p>Science Inquiry</p> <ul style="list-style-type: none"> • Use a provided graphic organiser to plan and identify what to change, what to keep the same and what to measure to make a test fair • Collaboratively design a table to collect observations in the form of numerical data, written descriptions, drawings or photos