



# HILDER ROAD YEAR 3 Term 3 CURRICULUM OVERVIEW

EDUCATION IS LIFE

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| <p><b>English</b></p> <p>Learners engage with a range of fiction and non-fiction texts to build persuasive responses. They read increasingly complex texts and explore how language and structure vary by purpose and audience. Through shared and independent writing, they create persuasive texts using evaluative language, emotion, and basic argument structures. Learners also use interaction skills to discuss and present ideas clearly with precise vocabulary.</p> <p>For assessment, learners create a spoken text to express a preference and opinion about a favourite activity.</p> | <p><b>Mathematics</b></p> <p><b>Learners develop mathematical skills and positive attitudes by:</b></p> <ul style="list-style-type: none"> <li>• using math to model and solve everyday problems</li> <li>• communicating solutions involving unit fractions and multiples</li> <li>• selecting and explaining calculation strategies in modelling contexts</li> <li>• extending fluency with addition, multiplication, subtraction, and division facts, focusing on 3-, 4-, 5-, and 10-times tables</li> <li>• using manipulatives to explore features like angles in models and spatial tasks</li> <li>• applying metric units to measure and compare objects in daily situations</li> </ul> | <p><b>Science</b></p> <p><b>Earth and Space Sciences</b></p> <ul style="list-style-type: none"> <li>• Learners organise and compare data about soil, rock and mineral properties using tables and graphic organisers.</li> <li>• They investigate soils and rocks in natural and built environments and explore everyday uses of minerals, including those used by Aboriginal and Torres Strait Islander peoples.</li> <li>• Learners examine how scientific explanations help meet needs, such as choosing suitable soils for plants.</li> <li>• They pose questions, look for patterns (e.g., soil features and plant growth) and make predictions based on observations.</li> <li>• Learners compare findings, draw conclusions and communicate using scientific vocabulary in posters, diagrams or pictorial maps.</li> </ul> |
| <p><b>Humanities and Social Sciences (HASS)</b></p> <p><b>Inquiry question: How and why are places similar and different?</b></p> <p>Learners explore connections between people and place characteristics, describe local places and their similarities and differences, interpret and represent data using maps, and draw conclusions. They discuss community rules, democratic decision-making, and propose individual actions. Learners communicate their ideas using simple discipline-specific language.</p>                                                                                  | <p><b>The Arts (Specialist Teacher)</b></p> <p><b>Music</b></p> <p>Learners explore how the elements of music are used in music they create, perform and experience. They learn how music is created and shared across different cultures, times and places, while developing their listening, composing and performing skills. Learners combine musical elements to communicate ideas and sing and play music they have learnt and created in informal settings.</p> <p><b>Dance</b></p> <p>Learners make and respond to dance by exploring dance used in celebrations from a range of cultures.</p>                                                                                          | <p><b>Health and Physical Education (Specialist Teacher)</b></p> <p><b>Health</b></p> <p>Learners explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p><b>Physical Education</b></p> <p>Learners will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 Newcombe. They will also apply strategies for working cooperatively and apply rules fairly.</p>                                                                         |
| <p><b>Technology - Design</b></p> <p>Learners explore food and fibre production and technologies in traditional and modern societies. They design and make a lunch item using these technologies. Learners investigate food production methods, develop and communicate design ideas, safely create a food product, evaluate their work, collaborate and work independently, and manage production steps.</p>                                                                                                                                                                                       | <p><b>Special Events</b></p> <p>School Assembly every Tuesday 2.20pm<br/>           NAIDOC Week – 14<sup>th</sup> – 17<sup>th</sup> July<br/>           Parent Teacher Interviews – Mon 20<sup>th</sup> July and Wed 29<sup>th</sup> July<br/>           School Musical – Sat 25<sup>th</sup> and Sun 26<sup>th</sup> July<br/>           EKKA Show Holiday 12<sup>th</sup> August<br/>           HRSS Bush Dance – Saturday 22<sup>nd</sup> August<br/>           Book Week Parade – Fri 28<sup>th</sup> August<br/>           Father's Day Stall – Thursday 3<sup>rd</sup><br/>           Student Free Day 4<sup>th</sup> September</p>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |