



Holland Park State School



2026 Year 3 Curriculum Overview

Communities

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	<p>Exploring language to express opinions. Students read, view and comprehend a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses 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 an oral persuasive response for a particular purpose and audience.</p>	<p>Examining Imaginative Texts Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose, and audience. They create an imaginative adaptation to a narrative text.</p> <p>Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.</p>	<p>Examining informative texts. Students read, view and create information reports on a range of topics being studied in other areas of the curriculum areas. They will complete an oral reading assessment and write an information report related to learning in other curriculum areas.</p>	<p>Adapting a poem. Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. Students explore the effects of some literary devices and visual features and how texts are structured and presented relevant to their purpose and audience.</p>
Mathematics	<p>Number and Algebra</p> <ul style="list-style-type: none"> Order and Represent numbers to 10 000. Partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Recalling addition and subtraction number facts 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Additive number patterns Fractions – halves, quarters, eighths, fifths and tenths Multiplication facts for 5 and 10 Creating algorithms involving a sequence of steps 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Multiplication facts for 3 and 4 - Maths modelling Solving multiplication and division problems Multiplicative number patterns Fraction – halves, quarters and eighths 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Estimating and adding quantities of objects in collections (2-digits and 3-digits) Money Maths modelling – for 3 and 4 multiplication facts <p>Measurement and Space</p>

	<ul style="list-style-type: none"> Developing and applying a written strategy for addition and subtraction Adding and subtracting two-digit and three-digit numbers to solve problems <p>Statistics and Probability</p> <ul style="list-style-type: none"> Classifying outcomes of familiar events <p>Measurement and Space</p> <ul style="list-style-type: none"> Angles Time – reading time to five minute and one-minute intervals and comparing duration of time. 	<p>Statistics and Probability</p> <ul style="list-style-type: none"> Interpreting simple maps <p>Measurement and Space</p> <ul style="list-style-type: none"> 3D objects Angles Interpret and create two-dimensional representations of familiar environments. 	<p>Statistics and Probability</p> <ul style="list-style-type: none"> Identify and describe chance events. Conduct a chance experiment. Collecting, recording, and representing data <p>Measurement and Space</p> <ul style="list-style-type: none"> Length – metre Mass – kilograms and grams Capacity – litres and mL Time – reading time to five minute and one-minute intervals and comparing duration of time. 	<ul style="list-style-type: none"> Length – metre Mass – kilograms and grams Capacity – litres and mL
Science	<p>Night and Day Earth and Space Sciences</p> <p>Students investigate the effect of the Earth’s rotation on its axis in relation to the position of the sun. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth’s rotation.</p>	<p>Heating Up (STEM) Physical Sciences</p> <p>Students investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another.</p>	<p>Feather, fur & Leaves Biological Sciences</p> <p>Students investigate what constitutes a living thing and understand that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things.</p>	<p>Melting Moments Chemical Sciences</p> <p>Students investigate how a change of state between solid and liquid can be caused by adding or removing heat. Explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid.</p>
Humanities and Social Sciences (HASS)	<p>Unit 2: "Is it important to contribute to communities in neighbouring countries?"</p> <p>Students will learn about the role of rules in their community and the importance of making decisions democratically. They will identify the importance of different celebrations and commemorations for different groups and describe the diverse characteristics of different places. Students will investigate the similarities and differences</p>		<p>Unit 2: Neglect or Protect</p> <p>Students will investigate the question “Should we protect or neglect places of historical significance?” and engage in an inquiry around the importance of significant historical places. Throughout the inquiry, they will investigate the diversity of people and places in their local community and explore how their community has changed over time, identify the significant causes, events and people involved in the change. Through this inquiry, they will</p>	

	between places in Australia and neighbouring countries and why people participate within communities and how they can actively participate and contribute to communities.	investigate the importance of different events, symbols and emblems in Australia.
Health	<p>Unit 1: Interpreting Health Information</p> <p>Students will interpret health information and messages and apply behaviours and decisions to enhance their capacity to take responsibility for their own and others' health, safety relationships and wellbeing.</p>	<p>Unit 2: Managing changes and understanding influences on behaviours.</p> <p>Students will identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They will develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions.</p> <p>Through context-specific and real-world experiences, students will explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.</p>
Physical Education	<p>Students participate in a range of aquatic activities and movement challenges with a focus on stroke development and lifelong water safety skills. Students explore various fundamental movement skills and how they affect propulsion and efficiency through water.</p>	<p>Students participate in a range of activities focusing on individual ball handling skills and racquet skills within a variety of striking game environments. They explore elements of time, effort, space, objects and people and apply them to solve movement challenges.</p>
		<p>Students actively explore elements of time, effort, space, to solve movement challenges in a variety of invasion games. The concepts of teamwork and cooperative learning are focused on heavily to achieve desired movement outcomes.</p>
Technologies	<p>Unit 1: Design Technologies: Food and fibre production; Food specialisations</p> <p>Students will explore food and fibre production and food specialisation, investigating how food and fibre are produced, selected, and prepared to meet community needs.</p> <p>Students will describe different ways of producing food and fibre in their local context/community. They will explore how food is selected and prepared for healthy eating.</p> <p>Students will select and use technologies such as tools, equipment, materials and components to individually and collaboratively plan and safely make a designed solution related to their work in their health and HASS units.</p>	<p>Unit 2: Digital technologies</p> <p>Students will explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue. Students represent data in different ways depending on its purpose.</p>

<p>Languages - Japanese</p>	<p>Amazing Places Students explore the concept of space and how it is used within Australia and Japan. They will:</p> <ul style="list-style-type: none"> Engage with a range of texts about creative uses of space in Japan. Use a range of language to describe various spaces. Explore the geography of Japan in comparison to Australia. Analyse and understand the systems of language relating to script recognition and Japanese sentence structure. Participate in intercultural experiences to reflect on language and culture relating to ideas of space. 	<p>How do we celebrate? Students use language to explore the concept of celebrations and make connections with their own experiences. They will:</p> <ul style="list-style-type: none"> Engage with a range of texts about celebrations in Japan. Use a range of language to discuss and describe a variety of celebrations. Compare celebrations in different countries. Analyse and understand the systems of language relating to script recognition and Japanese sentence structure. Participate in intercultural experiences to reflect on how participation in certain celebrations that shapes identity. 	<p>Mini-Chef Students explore the concept of cuisine and ways of communicating about cooking and cuisine. They will:</p> <ul style="list-style-type: none"> Explore the traditions around cooking and eating in Japan. Use a range of language to discuss and describe traditional Japanese dishes. Participate in shared cooking activities. Participate in intercultural experiences to reflect on the language and culture associated with cooking and cuisine in Japanese and English-speaking cultures. 	<p>The Journey of the Tale Students will use language to explore the different representations of characters in traditional stories. They will:</p> <ul style="list-style-type: none"> Engage with a range of traditional Japanese stories. Explore the representation of heroes in traditional stories. Analyse and understand the systems of language relating to pronunciation, script recognition and Japanese sentence structure. Participate in intercultural experiences to reflect on language and cultural values relating to character transformations in imaginative texts.
<p>The Arts</p>				
<p>Music</p>	<p>Sounds Percussive! Students explore how music communicates ideas and messages through percussion-based performance. They learn about musical form, rhythm, dynamics and timbre while developing listening, performing and ensemble skills. They develop skills in manipulating the elements of music to create and control intended effects, working collaboratively to perform with accuracy and confidence.</p>		<p>Master of Elements! Students explore the elements of music through listening and practical music-making. Through singing and performing on voice and percussion, they develop listening, performing and responding skills, using musical language and notation to demonstrate understanding of the elements of music in performance.</p>	
<p>Visual Arts / Media Arts</p>	<p>Art on the Move Students will explore Visual Arts and Media Arts through the lens of street art. They will describe where, why, and how artworks are created and shared across different cultures, times, and places, developing an understanding of the stories and messages behind the art they see in their community and beyond.</p>			

Philosophy	Students develop their thinking skills in the class community by asking relevant questions, exploring reasons, making distinctions, developing analogies, and drawing conclusions.
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* Units are subject to change throughout the year

2026 Year 3 Excursions and Incursions

PRICES ARE APPROXIMATIONS and subject to adjustment following changes in transport and supplier costings.

Term 1	Term 2	Term 3	Term 4
Space- Star Lab Incursion. Cost: Approximately \$10.50	Creative Dance Cost: Approximately \$15 Whole School Drama Shake and Stir Incursion Approximately \$10	Fort Lytton Excursion Cost: Approximately \$35 Musica Viva Australia in Schools Cost: Approximately \$10.50 NAIDOC Week Cultural Incursion approximately \$5	

2026 Other Expenses

Online Resources	Cost (per year)
Readings Eggs	\$11 per student
Typing Tournament	\$5 per student
Maths Online	\$22 per student
TOTAL	\$38