



# Holland Park State School



## 2025 Year 3 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
<b>English</b>	<b>Unit 1: Examining Imaginative Texts</b> 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.  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.	<b>Unit 2: Exploring language to express opinions</b> 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.  Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience.	<b>Unit 3: Examining informative texts</b> 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.	<b>Unit 4: Adapting a poem</b> 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.
<b>Mathematics</b>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Representing, reading, comparing and ordering five-digit numbers</li> <li>Recalling addition and subtraction number facts</li> <li>Developing and applying a written strategy for addition and subtraction</li> </ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Additive number patterns</li> <li>Fractions – halves, quarters, eighths, fifths and tenths</li> <li>Multiplication facts for 5 and 10</li> <li>Creating algorithms involving a sequence of steps</li> </ul> <b>Statistics and Probability</b>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Multiplication facts for 3 and 4</li> <li>Solving multiplication and division problems</li> <li>Multiplicative number patterns</li> <li>Fraction - thirds</li> </ul> <b>Statistics and Probability</b>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Estimating and adding quantities of objects in collections (2-digits and 3-digits)</li> </ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>Collecting, representing and interpreting data</li> <li>Statistical investigations</li> </ul> <b>Measurement and Space</b> <ul style="list-style-type: none"> <li>Length – metre</li> </ul>

	<ul style="list-style-type: none"> <li>Adding and subtracting two-digit and three-digit numbers to solve problems</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Classifying outcomes of familiar events</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>Angles</li> <li>Time – reading time to five minute and one-minute intervals and comparing duration of time</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting simple maps</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>3D objects</li> <li>Angles</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe chance events</li> <li>Conduct a chance experiment</li> <li>Collecting, recording and representing data</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>Length – metre</li> <li>Mass – kilograms and grams</li> <li>Capacity – litres and mL</li> </ul>	<ul style="list-style-type: none"> <li>Mass – kilograms and grams</li> <li>Capacity – litres and mL</li> </ul>
<b>Science</b>	<p><b>Unit 1: Melting Moments Chemical Sciences</b></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>	<p><b>Unit 2: Heating Up (STEM) Physical Sciences</b></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><b>Unit 3: Feather, fur &amp; Leaves Biological Sciences</b></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><b>Unit 4: Night and Day Earth and Space Sciences</b></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>
<b>Humanities and Social Sciences (HASS)</b>	<p><b>Unit 2: Neglect or Protect</b></p> <p>Students will be presented with 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 investigate the importance of different events, symbols and emblems in Australia.</p>		<p><b>Unit 2: "Is it important to contribute to communities in neighbouring countries?"</b></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 between places in Australia and neighbouring countries and why people participate within communities and how they can actively participate and contribute to communities.</p>	
<b>Health</b>	<p><b>Unit 1: Respectful Interactions</b></p> <p>Students identify how they can contribute to healthy relationships and manage challenging relationships and</p>	<p><b>Unit 2: Good friendship</b></p> <p>Students explore the impact of social interaction on self-identity and explore the impact of positive social interaction on</p>	<p><b>Unit 3: I am healthy and active</b></p> <p>Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations</p>	<p><b>Unit 4: Feeling Safe Protective Behaviours</b></p> <p>Students develop their understanding and demonstrate how</p>

	apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts.	self-identity. They investigate different types of friendships and examine the qualities we look for in a friend and how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.	of physical activity children. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.	to respond positively and be resilient in difficult situations.
<b>Physical Education</b>	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 while demonstrating elements of fair play and inclusivity.	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.	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.	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.
<b>Technologies</b>		<b>Design Technologies: Heating Up (STEM)</b> Students use the engineering design process to design and build a water cooler. Students will investigate what is heat, how heat is transferred from one object to another. Using the Engineering Design Process the students will design, plan, build, test and modify a design of an insulated cover for a water bottle.	<b>Digital Technologies</b> Students 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.	
<b>Languages - Japanese</b>	<b>My place your place</b> Students use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home.	<b>A day in a Japanese school</b> Students use language to explore the concept of school life in Japan and make connections with own school experiences.	<b>What builds a good team?</b> Students use language to explore the concept of teamwork through group activities.	<b>Out and about</b> Students use language to explore the concept of community and everyday community interactions.
<b>The Arts</b>				
<b>Music</b>	<b>Unit 1: Sounds Percussive!</b>		<b>Unit 2 - Sounds like a zoo</b>	

	Students learn about musical form, rhythm, dynamics and timbre while exploring bucket drumming techniques. They accompany themselves on a bucket drum set while singing a known song.		Students delve into the musical elements, refining their skills to compose pieces that vividly depict chosen animals, fostering creativity and enhancing their understanding of musical expression.	
Dance		Students participate in a dance enrichment program run by external dance instructors Creative Dance Industries (not assessed)		
Drama	Snapshots of Our Community Students bring community events to life through creative freeze-frame scenes. They will work collaboratively to design and perform dynamic tableaux that capture key moments of their chosen events. Each freeze-frame will be photographed, allowing students to reflect on their work. Through guided questions, they will explore how body language, facial expressions, and staging help tell a story and convey meaning.			
Visual Arts			Students study the purpose and meaning of artworks and use this as inspiration while experimenting with oil pastel and drawing processes.	
ESTAS (Entrepreneurial, Sustainability, Technologies and Science)	Students investigate the significance of turtles in the environment and the threats they face. They explore different perspectives of turtle threats and develop a solution to a chosen threat using design thinking.		Biological Sciences – Living things and threatened species	
Philosophy	Students develop their thinking skills in the class community by asking relevant questions, exploring reasons, making distinctions, developing analogies, and drawing conclusions.			

\* Units are subject to change throughout the year

### 2025 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
	Fort Lytton Excursion Cost: Approximately \$35  Creative Dance Cost: Approximately \$15	Musica Viva Australia in Schools Cost: Approximately \$10.50  NAIDOC Week Cultural Incursion approximately \$5	Space- Star Lab Incursion. Cost: Approximately \$10.50

### 2025 Other Expenses

Online Resources	Cost (per year)
Readings Eggs	\$15 per student
Typing Tournament	\$5 per student
Maths Online	\$20 per student
<b>TOTAL</b>	<b>\$40</b>
Religion Book (Optional)	\$10
INSTRUMENTAL MUSIC PROGRAM (optional)	Instrument Hire \$160 Music levy \$60

	<p><b>Optional</b></p> <p>Music Fanfare \$20</p> <p>Strings Workshop (free)</p> <p>Band – Festival of Creativity (Free)</p> <p>Choral Cluster Workshop (Free)</p>
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