



Mansfield State School Curriculum Overview

Year 3 Term 1 2026



English - Persuasive

Exploring and Creating Persuasive Texts

In this unit, students will:

- engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses
- explore and examine how persuasive texts are created using different language features and structures depending on their purpose and audience
- engage in shared and independent writing experiences to create persuasive responses for a particular purpose and audience
- use language of evaluation and emotion and text structures including the stages of a basic argument, to persuade

Assessment:

Students will write a text to persuade a known audience.

Mathematics

In this unit, students will:

Number and Algebra –

- manipulate numbers to 9 999 using understanding of place value in the base-10 number system including partitioning and regrouping
- develop addition and multiplication facts
- model situations and solve practical problems

Space –

- determine key features of familiar spaces and use these when creating spatial representations.

Statistics –

- undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings
- recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results

Assessments:

Number and Algebra (Monitoring): Students order and represent numbers up to 9 999 in different ways, for example: as numerals, words, using a place value model to show renaming of numbers.

Measurement and Space: Students will interpret a map and locate key landmarks and objects relative to each other as well as create a map of their own.

Statistics and Probability: Students will collect, represent and interpret data displays.

Earth and Space Sciences

Spinning Earth

In this unit, students will:

- use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows
- identify the observable and non-observable features of Earth and compare its size with the sun and moon
- make observations of sunlight throughout the day and investigate how Earth's movement causes these changes
- plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements
- represent data in tables and simple column graphs to identify patterns and explain results
- identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives
- explore the relationship between the sun and Earth to identify where people use science knowledge in their lives
- create a presentation to communicate their understandings and findings about Earth and its rotation.

Assessment: Students will explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.

Humanities and Social Sciences

Our Unique Communities (Semester Unit)

In this unit, students will explore celebrations and points of view in communities. They also answer the following inquiry question:

How and why are ANZAC Day commemorations significant for different groups?

Learning opportunities support students to:

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

Assessment: Students will investigate the significance of celebrations and commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.

Health and Physical Education

Specialist Teacher

Personal, Social and Community Health – Good Friends

In this unit students will explore the impact of positive social interaction on self-identity, examine the qualities we look for in a friend and learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.

Assessment: Students will recognise strategies for managing change and will investigate how emotional responses vary and understand how to interact positively with others.

The Arts- Visual Arts

In this unit, students will explore the communication and meaning through objects and surface manipulation. They will make, display and discuss a portfolio of their own and others' artworks.

Assessment: Students will collaborate to plan and make artworks that are inspired by artworks they experience. Use visual conventions, techniques and processes to communicate their ideas. They will also describe and discuss the similarities and differences between artworks they make, present and view using visual convention terminology.

The Arts - Music Specialist Teacher

Characters and Actions (3-4 Banded Curriculum)

In this unit, students will compose, perform and respond to music that represents characters and actions.

Assessment: Students will compose and perform their own lyrics that depicts a character or their action. They will respond by explaining how the elements of music were similar or different between the song they wrote and the one they listened to.

The Arts – Dance Specialist Teacher

Carnival of the Animals

In this unit, students will respond to, choreograph and perform dance by representing ideas and stories about animals in their natural environment.

Assessment: Students will collaborate to make and perform dances and structure movements into dance sequences, using the elements of dance and choreographics devices to represent a story. Students will discuss the similarities and differences between dances they make, perform and view.