



Mansfield State School Curriculum Overview

Year 3 Term 2 2026



English – Understanding and creating informative texts

In this unit, students will:

- listen to, view, read and comprehend a range of informative texts on animals and plants and;
- explore text structure, layout, language and visual features of informative texts.

Assessments

Informative Text

Students will create a written multimodal informative text for an audience.

Reading comprehension

Students will read, view and comprehend a simple informative text. They will identify literal and inferential meaning and describe the text structure and language features typically used in informative texts.

Mathematics

In this unit, students will:

Number and Algebra

- manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping
- develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 2, 3, 4, 5, and 10 multiplication facts through games and meaningful practice
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems.

Measurement

- use units of time to measure and compare events and duration
- recognise the relationship between dollars and cents and learn to represent money values in different ways

Assessments:

Number - To partition, rearrange and regroup numbers to help with solving addition and subtraction problems involving two- and three-digit numbers.

Measurement - To estimate, compare and measure the duration of events using formal units of time.

Measurement (Monitored): To represent money values in different ways.

Science – Is it Living?

In this unit, students will:

- Learn about grouping living things based on observable features and that living things can be distinguished from non-living things
- Justify sorting living things into common animal and plant groups based on observable features
- Explore grouping familiar things into living, non-living, once living things and products of living things
- Understand that science knowledge helps people to understand the effect of actions
- Use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations
- Identify and use safe practices to make scientific observations and record data about living and non-living things
- Use scientific language and representations to communicate their observations, ideas and findings

Assessment:

Investigating living things

Students will group living things based on observable features and distinguish them from non-living things.

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*

Movement and Physical Activity –Take your marks, get set, PLAY!

In this unit, students will continue to develop fundamental movement skills. They will practise and refine these skills during individual, group and whole class activities. During the teaching and learning we will explore the benefits of physical activity to their own and others' health and wellbeing.

Assessment

Students will refine their movement skills of running, jumping and throwing and apply these skills during games and to solve challenges. Students will describe the benefits of being physically active.

The Arts – Visual Art

In this unit, students will explore the communication of cultural 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.