



Ironsides State School

Year 3 Curriculum overview 2026

LA	Term 1	Term 2	Term 3	Term 4
English V9	Examining imaginative texts Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers’ reaction to the text. They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models. 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.	Examining informative texts Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary. Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features. Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.	Exploring language to express opinions Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns	Term 4: Completing a novel study Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas. Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, 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. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.
Mathematics V9	Number, Algebra, Space, Statistics Students further develop proficiency and positive dispositions towards mathematics and its use as they: - recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies - manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system - develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice - explore maps and determine key features of familiar spaces and use these when creating spatial representations - undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.	Number, Algebra, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: - manipulate numbers using a range of strategies including partitioning and regrouping that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system - develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice - use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning - make estimates when solving problems to determine the reasonableness of calculations when checking the solution - recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations - identify everyday situations when using metric units to measure and compare events and duration.	Number, Algebra, Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: - become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations - communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways - learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context - build fluency from understanding by extending and applying their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice - use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations - identify everyday situations when using metric units to measure and compare objects.	Number, Algebra, Probability Students further develop proficiency and positive dispositions towards mathematics and its use as they: - manipulate numbers beyond 10 000 by partitioning and regrouping using understanding of place value in the base-10 number system - begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns - use meaningful practice to extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts - use games develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events - use chance experiments to understand that different outcomes can be the results of random processes.
Science V9	Beneath our feet Students use tables and graphic organisers to organise and compare data and information about the properties of soils, rocks and minerals, including texture, colour, grain or crystal size. Students investigate a range of soils and rocks as key components of the built and natural environment. They explore everyday uses of minerals such as in gemstones in jewellery, graphite in pencils and table salt in food. They engage with Aboriginal peoples’ and Torres Strait Islander peoples’ knowledge and use of rock and mineral types, such as for tools and pigments. Students explore the use of scientific explanations to meet needs or to solve problems, such as examining different plant soil requirements and exploring vocabulary used to describe soils. Students pose questions when they investigate patterns and relationships, such as the relationship between soil features and plant growth, and make predictions based on observations.	Living and non-living Students use provided scaffolds to classify and compare living and non-living things. They explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply, for example: fire appears to have some characteristics in common with living things but is non-living. Students examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals. They are supported to use more sophisticated ways of identifying patterns and relationships, such as using tables and models to relate physical characteristics of living things with their activity at different stages of their life cycle. They use digital photographs, concrete materials and drawings to represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages.	Heat Transfer Detectives Students identify sources of heat, explore how to sense heat and recognise that changes in temperature can be measured and described. Students compare how well heat transfers through materials such as metals, plastics and ceramics. They examine how scientific explanations of temperature change and heat conduction inform everyday decision making and problem solving, such as determining the best conductor or insulator for an everyday purpose. Students use provided scaffolds to plan and conduct safe and fair investigations into heat transfer and temperature change. With guidance, they use instruments, including timers and thermometers, to collect measurements and record these with accuracy. Students are supported to use digital tools as they further develop their ability to construct and use tables and column graphs. They use these scaffolds to represent and explore patterns and relationships, such as the relationship between ambient temperature and time taken to melt.	What’s the matter? Students plan and conduct investigations into changes of state, including melting and freezing. They compare and record observations of properties before and after a change of state, using digital tools, as appropriate. Students investigate how changes of state involve the removal or addition of heat energy. They classify materials as solids or liquids based on their properties and explore substances that are semi-solid, for example: jelly. Students investigate practical uses for changes of state, including how changes from solid to liquid and liquid to solid support sustainable use of materials. They use provided frameworks and graphic organisers to plan what to change, what to keep the same and what to measure to keep investigations fair and safe. Students compare their findings with those of others, explain how they keep investigations fair and identify further questions for exploration. They draw conclusions based on experimental findings

	Students compare their findings with those of others and draw conclusions. They use scientific vocabulary to communicate ideas about science, society and Earth resources in posters, diagrams and/or pictorial maps.	Students explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs and other animals.		and use scientific vocabulary to describe properties and behaviours of solids and liquids.
HASS V8.4	Students explore the following inquiry question: Are we one, or are we many? Students explore the importance of rules and democratic decision-making in their communities, as well as the significance of celebrations and commemorations in society. They investigate the role of rules and decision-making in their community, develop research questions, and collect information from sources. Students collaborate on a group presentation about commemorations and celebrations and create a personal timeline sequencing significant life events. Throughout the unit, they draw conclusions, share findings, and communicate using oral, visual, and written forms.		Students explore the following inquiry question: How do people and places shape a community over time? Students explore how their local community has changed and remained the same over time by investigating key places and events. They identify changes and similarities in local landmarks and pose research questions to deepen their understanding. Students collect and analyse information, sequence historical events, and compare urban and rural schools to explore place-based differences. Throughout the unit, they communicate their findings in oral, visual, and written forms using HASS-specific language and reflect on the connections between people and places.	Students explore the following inquiry question: How are humans contributing to the decline in population of endangered animals? Students investigate the decline of Australian animal populations, exploring the factors that contribute to endangerment and the human impact on species survival. They research a specific endangered animal, analyse data, and form an informed opinion on conservation efforts. Students reflect on how individuals can take action to help protect wildlife and communicate their findings through oral, visual, and written formats.
Technologies	Digital Technology Students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information stems for identified needs using agreed protocols and describe how information s stems are used.		Design Technologies Students explore what recycling is and why it is important, learning how reusing materials can reduce waste and support sustainability. Students identify a design problem connected to their everyday school life: how to use recycled materials to insulate or protect an item in their school bag. Students investigate a range of recycled materials and test their properties (such as strength, flexibility, waterproofing and insulating ability) to decide which materials are most suitable. Students then design, make and improve a practical solution using recycled materials, and assess and critique their final design by explaining how well it met the need and what they would change next time.	
The Arts V9		Drama Students explore puppetry traditions from different cultures and investigate how the elements of drama are used to depict characters and tell stories. They view and respond to a variety of performances, comparing cultural similarities and differences using tools such as Venn diagrams. Students experiment with voice, movement, and character through improvisations and short retell and tell, alternating between puppeteer and puppet roles. They then collaborate to design, plan, and construct their own puppets, developing scripts and rehearsing performances.	Visual Arts Students investigate how artists use materials and techniques to represent ideas and themed environments. They apply space, shape, texture, and colour in artistic creations. They create a landscape using collage and construct a vehicle using sculptural techniques. Students experiment with visual elements and materials to express a vision of space and technology. They share and discuss themed artworks in informal settings.	Dance Students explore how dance is used to express ideas about celebrations across different cultures. They experiment with movement to communicate shared experiences, cultural practices, and festive occasions, using the elements of dance, space and time. The use choreographic devices such as repetition and variation. Students improvise and structure dance sequences using body zones, body bases, and fundamental movement skills, and practise moving safely and expressively in solo and group contexts. They develop and perform dances that convey meaning, using expressive skills to enhance communication. Students view and respond to dances from a range of Asian cultures, identifying how movement and production elements work together to express celebratory themes. Media arts Students explore how stories can be created and shared using Media Arts by responding to <i>Kumiko and the Dragon</i> and then producing their own multimodal story. Students learn how characters, settings and mood are represented through media languages such as facial expression, gesture, colour, framing and text, and they use simple media technologies to shape their work through planning, reviewing and making small edits. Students sequence a clear beginning, middle and end, and explain how their choices help an audience understand the story. Students also consider where and why media artworks are shared and practise responsible media behaviours when presenting their work in an informal setting.
	Music Students explore music composed around the world. They explore traditional music of France, and perform a song learned in class using French language, solfege, rhythm names and in canon form. Students independently create a four-bar rhythm in duple time, before adding a simple melody to produce a composition using notes of the pentatonic scale. Students respond to music written across different times and cultures, citing how orchestral music can be representative of living and non-living things. Students learn traditional music of Aboriginal and Torres Strait Islander people and demonstrate understanding of its structure and performance conventions.		Music Students expand their understanding of music composed in Australia, including traditional and contemporary First Nations music. They learn to transfer skills of pitch and rhythm through a song learned in class, to an instrument. They demonstrate their understanding of music for various purposes and how composers use devices to represent living and non-living things Students manipulate elements of music to communicate ideas when composing and practising for performance. Students create a 4-bar rhythmic composition and words for a new verse in a known song. They create an ostinato pattern and demonstrate an understanding of performance conventions in informal settings.	
HPE V9	Physical education Swim and survive Students develop and refine swimming techniques, including freestyle with bi-lateral breathing, backstroke, survival backstroke, and basic breaststroke. They practice surface diving and object retrieval to improve their confidence and safety in the water. Through a continuous survival sequence, students demonstrate deep water entry, treading water, surface diving, and underwater swimming, while managing challenges such as removing extra clothing in deep water. They apply fundamental movement skills in different water environments and explore how effort, space, time, and coordination impact movement sequences.	Physical education Athletics Students develop foundational skills in high jump (scissor kick technique) and shot put, focusing on correct technique and coordination. They learn the basic elements of a J-shaped run-up, take off with the correct foot, and practice a straight-leg scissor kick to improve their jumping technique. In shot put, students will be introduced to holding the shot correctly against the neck, using a basic body rotation, and putting the shot rather than throwing it. They will focus on effort, accuracy, and body positioning, developing their confidence and strength in these athletic events.	Physical education Cooperative games Students develop movement strategies and teamwork skills through playing 3-Pin, a modified bowling game. They focus on aiming, rolling, accuracy, control, and coordination to knock down pins while adapting strategies to improve performance. Through cooperative play, they apply rules, scoring systems, and problem-solving skills, fostering fair play, inclusion, and teamwork. Students explore how physical activity supports health and well-being and examine factors that influence participation in team-based games.	Physical education Throwing/Catching/Dodging (3 pin) Students develop movement strategies and teamwork skills through playing 3-Pin, a modified bowling game. They focus on aiming, rolling, accuracy, control, and coordination to knock down pins while adapting strategies to improve performance. Through cooperative play, they apply rules, scoring systems, and problem-solving skills, fostering fair play, inclusion, and teamwork. Students explore how physical activity supports health and well-being and examine factors that influence participation in team-based games.

Languages V9	<u>Health</u> Good friends Students explore how respectful interactions and inclusiveness contribute to positive relationships within their community. They will learn about the impact of stereotypes on choices and actions and how valuing diversity enhances wellbeing. Through a variety of activities, discussions, and role-plays, students will apply personal and social skills to strengthen their ability to interact with others respectfully.		<u>Health</u> Netiquette and online safety Students explore cyber safety and online behaviours to understand how to stay safe in digital spaces. They interpret health messages related to online safety, discuss the influences on safe decision-making, and identify resources that support responsible online interactions. Through activities, students will practise seeking, giving, and denying permission respectfully in online and offline situations. They also apply protective behaviours and help-seeking strategies to navigate challenges and maintain positive and safe online relationships.	
	<u>Japanese</u> My place, your place Students learn about the similarities and differences between Japanese and Australian homes while building vocabulary related to homes.	<u>Japanese</u> A day in a Japanese school Students use language to explore the concept of school life in Japan and make connections with own school experiences.	<u>Japanese</u> What builds a good team? Students use language to explore the concept of teamwork through group activities.	<u>Japanese</u> Out and about Students use language to explore the concept of community and everyday community interactions.