



# THE GAP STATE SCHOOL CURRICULUM OVERVIEW Year 3 Term 1 2026



## Science

### Is it living?

In this unit students will:

- group living things based on observable features
- distinguish living things 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.

## English

### Examining Imaginative Texts

In this unit, students will engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. They will engage in shared and independent writing experiences in response to texts and create their own texts using imaginative texts as models. They will use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. Students will use more formal language and specific vocabulary when delivering oral presentations to an audience.

### Spelling

- Australian Curriculum V9 Year 3 Spelling
- Spelling Mastery

### Handwriting

- QLD Cursive handwriting

## Mathematics

In this unit, students will:

- recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies
- 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
- undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.

## Humanities and Social Sciences

### Civics and Citizenship

Inquiry:

Rules, why do we have them? How are they made?

In this unit, students will:

- explain the role of rules in their community and the importance of making decisions democratically
- describe how people participate in their community as active citizens
- pose simple questions about the society in which they live
- collect information from sources to answer these questions
- examine information to identify a point of view and draw simple conclusions
- share their views on an issue and describe how they participate in a group
- present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms.

## Social Skills Program

### You Can Do It

- Organisation
- Confidence
- Persistence
- Resilience
- Getting Along

## Technologies

### Design and Technologies *Specialist Teacher*

In this unit, students will investigate food and fibre production, and food technologies used in modern and traditional societies. They will design and make a lunch item that includes modern and traditional technologies.

## Health and Physical Education

### Physical Education *Specialist Teacher*

In this unit, students will participate in the Water Safety Swimming Education Program and develop skills to be safe around all aquatic environments.

## The Arts

### Music *Specialist Teacher*

In this unit, students will sing, play instruments (recorder and tuned percussion), move and create. They will perform, read and write music containing the melodic elements of do, mi, so and la, and the rhythmic elements of ta, ti ti, rest and tika tika.