



## YEAR 3 SEMESTER 1 CURRICULUM OVERVIEW

This overview supports the understanding of our Learning Summaries by providing a clear explanation of the semester's curriculum coverage.

### Unit of Inquiry

#### **Who we are**

In the Unit of Inquiry, Who we are, learners explored how actions affect others by examining emotions, relationships, and conflict resolution. They investigated the 'ripple effect' of behaviour and used action wheels to understand how choices influence both themselves and those around them. Learners reflected on identity, values, diversity, and inclusion, recognising how self-talk, optimism, and attitudes shape positive connections. Through collaborative experiences, they strengthened thinking, social, and self-management skills. This unit encouraged learners to be balanced, caring, and principled members of their community.

#### **Where we are in place and time**

In the Unit of Inquiry, Where we are in place and time, learners explored how individual lives are shaped by their environment, comparing homes and schools around the world. They inquired into how culture, community, and place influence routines, opportunities, and challenges in different regions. While exploring similarities and differences in school life, learners practised considering new perspectives and showed social awareness, reflecting on challenges faced by others. They also demonstrated perseverance and resilience with new ideas. This unit fostered curiosity and encouraged learners to connect environments with daily life, building appreciation for diversity and understanding how people and places influence each other.

### Language Arts

This semester, learners developed their reading, writing, speaking, and listening skills through a wide range of activities. Using Writer's Toolbox, they practised constructing simple, compound, and complex sentences, learning how these add clarity, detail, and variety to their writing. They strengthened their spelling and word knowledge using the StepsWeb app, which helps build accuracy and confidence. Learners engaged with fiction and non-fiction text to improve comprehension, fluency, and vocabulary. Writing tasks such as recounts, reflection journals, and cause-and-effect pieces helped them connect ideas and express emotions. Speaking and listening activities encouraged respectful discussion, collaboration, and clear expression. Overall, learners are building confidence and creativity as effective communicators.

### Mathematics

This semester, learners deepened their understanding across key mathematical strands including number, measurement, and pattern and function. In number, they worked with four-digit numbers, explained the value of each digit, and applied a range of mental and written strategies to addition and subtraction, including regrouping. Measurement learning included reading and writing time to the minute, comparing units, and using standard tools to measure length, mass, capacity, and time in practical tasks. In pattern and function, learners investigated number properties, created and extended sequences, and identified rules to make predictions and solve problems. Across all areas, learners were supported to build resilience in problem-solving by trying different strategies, checking their work carefully, and explaining their reasoning, strengthening both accuracy and confidence.

## [Languages](#)

Please refer to the section applicable for your child.

### [English as an additional language](#)

Tier 2 EAL learners developed their English through vocabulary and sentence structures linked to their Units of Inquiry. They explored themes such as emotions, friendship, and kindness, while practising phrases like "If we share, everyone feels happy" and "I am excited because...". Learners also identified nouns, verbs, and adjectives in texts and used them to create their own sentences. Through group discussions and creative writing activities, they became authors of their own ideas, making learning both meaningful and enjoyable. Tier 3 EAL learners built on these skills through recount writing, reading comprehension, and chants to strengthen fluency and confidence. Lessons combined independent practice, including phonics, station rotations, and spelling, with targeted feedback to support steady and personalised progress.

### [French](#)

This semester, learners strengthened their French through speaking, listening, reading, and writing. They practised greetings, alphabet, age, hobbies, numbers to 30, colours, feelings, and family. Songs, chants, and storybooks supported fluency and pronunciation. In 'Visitons Paris', they explored monuments like the Eiffel Tower and Louvre, using verbs to describe the city and their experiences. In UOI, they performed La Fontaine's fables, building confidence, creativity, collaboration, and cultural awareness.

### [Chinese](#)

In Semester 1, Year 3 learners focused on building positive social connections and exploring the diverse world of food. The semester began with the unit 'Healthy Relationships'. Learners explored common interests among their friends, learning vocabulary for activities they enjoy with friends and how to communicate politely. They practised these skills through role-playing, storytelling, and group activities. The focus then shifted to 'Food Around the World'. Learners explored different foods and drinks, learning to name items for breakfast, lunch, and dinner. They were also encouraged to introduce traditional food from their home countries, fostering cultural exchange among peers.

## [Specialist Learning Areas](#)

### [Music](#)

Year 3 refined steady beat, posture and note reading to perform short melodies accurately. Learners examined how cultures communicate identity through music and composed motifs showing contrast and intent. Ukulele study built chord changes, part-playing and ensemble awareness alongside responsible instrument care. By semester's end, most performed confidently, accompanied peers and explained musical decisions using clear, appropriate vocabulary.

### [Visual Arts](#)

In Semester 1, Year 3 learners first explored kindness and creativity through word art. They created mobiles inspired by Alexander Calder and Robert Indiana, using watercolor techniques and color theory to express positive messages. In the second unit, they designed imaginative cityscapes inspired by James Rizzi and Mary Blair, practicing shading, creating gradients with acrylics, and contributing a canvas painting for a collaborative Year 3 display.

### [PHE](#)

In PHE, Year 3 learners focused on developing collaboration and communication skills while resolving difficult situations during the Adventure Challenge unit. They also explored how different cultures express themselves through movement and dance, performing these cultural dances in front of their peers. Additionally, learners developed their resilience while preparing for and actively participating in the school cross-country event, demonstrating perseverance through challenging physical exertion.

## Aquatics

In Swimming, learners have been practising stroke refinement drills in front crawl, whilst also applying these skills in competitive situations. Learners have been enhancing their backstroke skills, with a focus on coordination and timing. They were introduced to a basic flip turn technique. Learners are currently practising diving from the starting blocks, with an emphasis on maintaining a streamlined position for five metres. They were also introduced to the exciting world of aquathlon, exploring the fundamentals of this swim-run sport and learning how to transition smoothly between the two activities.

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