



YEAR 3 SEMESTER 2 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

How we organise ourselves

In the Unit of Inquiry, How We Organise Ourselves, learners explored how systems connect and support communities. They inquired into the function of different systems, how they impact communities, and what happens when systems break down. Linked to the Year 3 residential camp, learners applied their understanding through real-life contexts, using procedural writing to design and document camp systems such as routines, schedules and processes. This unit strengthened communication, self-management and social skills, encouraging learners to take responsibility and recognise the importance of organised systems in everyday life. Learners were challenged to think about sustainability and interconnectedness, developing a growing sense of themselves as principled and caring members of their community.

How the world works

In the Unit of Inquiry, How The World Works, learners developed their understanding of the powerful forces that shape and transform our planet. They explored natural phenomena such as volcanic eruptions, earthquakes and erosion, examining why and how these occur and the lasting changes they create. Learners built their skills as researchers and thinkers, learning to ask meaningful questions and make sense of complex ideas. They reflected on how communities respond and adapt when natural forces impact their lives. As the unit progressed, learners channelled their curiosity into an independent inquiry, preparing to share their findings at the Year 3 Mini-Exhibition.

Language Arts

This semester, learners strengthened their reading, writing, speaking and listening skills through a variety of purposeful experiences. They crafted procedural and explanation texts, learning to sequence ideas logically and write with a clear sense of purpose. Reading experiences invited learners to think critically, making inferences and connecting ideas across texts. Speaking and listening activities challenged learners to articulate their thinking clearly and ask questions that deepened their understanding. They used StepsWeb to strengthen spelling accuracy and reading fluency, while Writer's Toolbox gave learners a space to develop and refine their written voice. By the end of the year, learners have grown as confident communicators approaching language with greater independence and creativity.

Mathematics

This semester, learners strengthened their mathematical thinking across number, data handling, shape and space, and measurement. They built confidence with multiplication and division, using arrays, number lines and fact families to solve problems with growing fluency. They explored fractions, interpreting them as part of a whole, comparing and ordering them in everyday situations. In data handling, learners collected and organised data, designed surveys and presented findings using pie-charts and bar graphs. Shape and space experiences challenged learners to locate features on a grid using coordinates and explore scale. In measurement, learners estimated, measured and compared length, perimeter and area using standard units. Across all areas, learners were encouraged to explain their thinking, apply strategies flexibly and approach new concepts with growing confidence.

Languages

Please refer to the section applicable for your child.

English as an additional language

Tier 2 EAL learners have been supported in developing English through language linked to their Units of Inquiry. Learners explored vocabulary and structures connected to themes such as fiction stories, practising functional language including nouns, verbs, and adverbs. In the Tier 3 EAL classes, learners extended their skills through hands-on tasks like procedural writing and creating original non-fiction books. This helped students build significant fluency, confidence, and independent research skills.

French

This semester, learners expanded their French skills in speaking, listening, reading, and writing through engaging texts and activities. They explored weather and clothing, describing what they wear using adjectives and prior knowledge. Learners learned transport vocabulary and described an excursion river cruise, explaining what they saw and did. In *My Body*, learners described body parts and the face using *être (to be)*, *avoir (to have)*, and adjectives, including a hands-on clay activity. They also worked on pronunciation through French play and phonetics activities. By semester's end, learners showed growing confidence, understanding, and creativity.

Chinese

In Semester 2, Year 3 learners focused on school schedules and pet care. The semester opened with a celebration of Lunar New Year customs before moving on to the topic of school life. Learners developed the language skills to talk about dates, time, and daily school subjects, allowing them to explain their favourites and describe lesson activities to peers. Later, they investigated pet animals. Through reading and writing tasks, they learned to describe a pet's name, age, size, colour, and activities, while practising Chinese radicals and basic sentence construction.

Specialist Learning Areas

Music

In Year 3, learners analysed how Culture is expressed through Music, focusing on Samba, Irish Music and Chinese Music. Using traditional instruments, learners explore the different rhythms and songs that make each culture unique. Learners then looked at the world of Disney through its' Music, and how the films and the Music evolved over time, using their listening and performing skills to understand how the Music is used in different Disney films. This continued into learning the Ukulele as an ensemble, where learners are taught basic Ukulele chords and simple strumming rhythms, playing songs together as a class.

Visual Arts

In Semester 2, Year 3 learners explored painting, weaving, and ceramics through a series of imaginative projects. Using acrylic paint, they learned to create tints and shades to add depth and expression to their artworks which they applied to their paper plate backgrounds for their weaving artwork. Learners then constructed their own paper plate looms and practised the plain weave technique to create woven pieces inspired by landscapes, dreamcatchers, bowls, and nature scenes. To complete the semester, Year 3 learners designed small clay planters inspired by mysterious creatures or planets. While working with natural clay, they developed important ceramic skills such as carving using a variety of clay tools and joining clay pieces securely using the slip and score technique. After glazing their creations, they planted a "mysterious seed," leaving them to wonder what plant it may grow into over the summer break.

PHE

In PHE, Year 3 learners developed fundamental track and field skills, including running, jumping, and throwing, as part of the Individual Pursuits unit. Through engaging activities, they improved their coordination, technique, and confidence. Additionally, they strengthened their teamwork and understanding of game strategies in sports such as kickball and netball.

Aquatics

In Semester 2, learners focused mainly on practising breaststroke with coordinated arm and leg actions, with an emphasis on well-timed breathing. Learners also continued to develop their front crawl and backstroke skills. They analysed other learners' strokes to help identify personal success criteria and areas for improvement during lessons. Learners were also introduced to the butterfly kick and participated in peer teaching activities to support communication, observation, and teamwork skills.