# 2026 Term 4 Learning & Teaching Overview - Year 3

| Weeks & Events | 1<br>Tuesday 6 October- Term 4 begins | 2 | 3 | 4<br>Friday 30 October - Day for Daniel | 5 | 6<br>Wednesday 11 November - Remembrance Day | 7<br>19 November - Bump Up | 8 | 9<br>Thursday 3rd December - Reports released<br><br>Friday 4th December- Term 4 concludes | |
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| **Religion** | Students will develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They will explore the concept of initiation–the special rituals and ceremonies that mark the beginning of belonging to a faith community. Students will investigate Christian initiation rituals of Baptism, Confirmation and Eucharist. | | | | | | | | | |
| **English** | **Topic: A finding tale**<br>Students will explore narrative writing through a *Finding Tale*. Using *Because of Winn-Dixie* as a mentor text, students will investigate how finding something unexpected can begin a story, create a problem and lead a character to make an important choice.<br><br>In Reading, students will explore how authors develop characters, settings, problems and resolutions. They will discuss character traits, motivations and moral dilemmas, and examine how events in a story are connected. Students will also build their understanding of how precise vocabulary, dialogue and descriptive details help make a narrative engaging.<br><br>In Writing, students will learn how to plan and write a complete Finding Tale about a character who finds something special and wants to return it to its owner. Students will build their story step by step, learning how to create an engaging setting, introduce characters, develop a complication, include clues and dialogue, show a character making a difficult decision, and finish with a satisfying resolution. They will also practise using time adverbials, sensory details, rhetorical questions, direct speech, precise verbs, idioms and a range of sentence structures | | | | | | | | | |
| **Mathematics** | Students will make estimates and determine the reasonableness of financial and other calculations. They will use familiar metric units when estimating, comparing and measuring the attributes of objects and events. Students will identify angles as measures of turn and compare them to right angles. They will represent money values in different ways. | | | | | | | | | |
| **HASS** | **Geography: Australia and its features**<br>Students will explore two big ideas: how First Nations Australians across Australia are deeply connected to their Country/Place through culture, stories, land management and family; and how the natural, managed and built features of Australia compare with those of our nearest neighbour, Indonesia. They will use maps, satellite images and real climate data to make comparisons, and will also briefly look at Papua New Guinea as a second neighbouring country.<br><br>**Civics: Helping our community grow**<br>Students will explore why people participate within communities and how students can actively participate and contribute to communities. They will begin by developing a shared understanding of what communities are and the many different communities they belong to. Students then investigate why people choose to | | | | | | | | | |

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| | participate – examining the role of empathy, belonging, purpose and civic responsibility. |
| **Science** | **Biological Science: Life cycles of living things**<br>Students will learn about living things and their life cycles. The unit begins by teaching students the difference between living, non-living and once-living things, uncovering the unique characteristics of each. Throughout the unit students will develop a deeper understanding:<br>• of the characteristics of living and non-living things.<br>• of the difference between metamorphic and non- metamorphic life cycles.<br>• that all living things of a particular kind go through the same stages of life. |
| **PE & Health** | **Health**<br>Students will learn how to safely interact with medicines, understand the importance of labels, and identify trusted adults for help. They will explore scenarios involving unknown tablets and liquids, reflect on safe choices, and develop personal safety plans.<br><br>**Physical Education**<br>Students apply movement skills and demonstrate movement concepts through basketball. They will demonstrate fair play and inclusion through a range of movement concepts. |
| **Technology** | **Design Technology**<br>Students will investigate the problem of the tuckshop running low on ingredients for their salad burger. They will research the vegetables needed, plan and create a garden to supply the tuckshop, and implement their design. |
| **The Arts** | **Drama**<br>Students will discuss how they and others organise the elements of drama. They will use the dramatic elements of relationships, tension, time and place and narrative structure when improvising and performing devised drama including a shadow puppet play. Students will collaborate to plan, make and perform drama that communicates ideas.<br><br>**Music**<br>Students will manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance. They will collaborate to compose and perform to an audience of their peers. |
| **Italian** | Students will recognise and discuss language that reflects cultural practices. They will explore culturally specific Italian words, including words for foods such as breads, pasta and cakes. Students will also learn that culture includes visible elements, such as food, music and festivals, as well as invisible elements, such as manners, gestures, personal space and ways of interacting with others. |