



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Year 3 Term 1 2026

Meet the Burnside Year 3 Team

Specialist Team

Class Teacher:
3M Ondrea Mikkelsen

Welcome to the students of 3M for 2026. My name is Ondrea Mikkelsen. I have been teaching at Burnside for 14 years. I'm looking forward to a great year in Year Three. I can be contacted by email on omikk1@eq.edu.au

Performing Arts
Shane McLennan

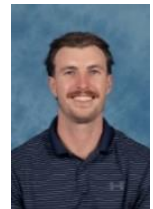


Class Teacher:
3R Ruby Scowling-Scaife



Welcome to the students and families of 3C for 2026. My name is Ruby Cowling-Scaife, and I am very excited to be your child's Year 3 teacher. I can be contacted via email at rjcow1@eq.edu.au. I am really looking forward to a positive and successful year in Year Three, building strong relationships and supporting each student's learning and growth.

Physical Education
Liam Schofield



Inclusion Teacher: Reece Toomey



Hello my name is Reece Toomey. This year I will be the Inclusion teacher for grade 3 and 4. You can find me in the middle room of C block. I can be contacted by email on rtom6@eq.edu.au. I love board games, surfing and cooking. I look forward to working with the year 3 and 4 students in 2026.

STEAM
Julianne Golding & Carter Ford



Key Events

Parent information sessions 10th February
Clean up Australia Day 2nd March
P&C AGM Meeting 10th March
NAPLAN 11th-20th March
Harmony Day 20th March
P-6 Cross Country 25th March
Parent Teacher Interviews 31st March
P&C Movie Night 1st April
Easter Bonnet Parade 2nd April
Good Friday 3rd April

Assemblies

Friday 8:50am even weeks
6th February – Week 2
20th February – Week 4
6th March – Week 6
20th March – Week 8

English	Maths	Science	Humanities – Social Sciences	The Arts	Health	Physical Education	Technologies
Speaking and Listening 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 Assessment Task: Students will create a presentation to relate ideas and express opinions about an imaginative text 	Unit description As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, 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 practise - 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 Assessment Task: Space <i>Short answer response</i> Students will locate and identify positions of features on a map. To move positions by following directions and pathways on a grid. Assessment Task: Statistics <i>Investigation</i> Students will use a range of methods to collect, record, represent and interpret categorical data in response to questions. 	Investigating water Students observe how local water sources change over time, such as in evaporating puddles, faster flowing creeks after rainfall or rising and falling dam or tank water levels. They learn how scientists use rainfall and water usage data to explain changes in water flow and availability over time. Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools. Students consider the importance of saving and recycling water and share ideas about how individuals and communities can take action to reduce water consumption and waste. Assessment Task: Students will construct representations of the water cycle and describe the movement of water through the environment, investigate how data is used to make decisions about the use of water and share findings using scientific vocabulary.	Exploring places near and far In this unit, students: - identify connections between people and the characteristics of places - describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places - interpret data to identify and describe simple distributions and draw simple conclusions - record and represent data in different formats, including labelled maps using basic cartographic conventions - describe the importance of making decisions democratically and propose individual action in response to a democratic issue - explain the role of rules in their community and share their views on an issue related to rule-making - communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. Assessment Task: Exploring places near and far Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.	Drama - Dramatic traditions In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. Assessment Task: Dramatic traditions: Collection of work Student’s devise, perform and respond to a drama based on storytelling. 	Managing changes and understanding influences on behaviours Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness and describe how inclusion and stereotypes can influence decision-making and actions. Assessment Task: Students identify and describe influences and strategies to manage emotions and changes.	Adapting movement strategies (Semester of work) Students interpret health information and messages and reflect on how they affect decisions and behaviours to enhance their health, safety, relationships and wellbeing. Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations. Assessment Task: Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships. 	What's for lunch? (Semester of work) In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies Assessment Task: Portfolio Student’s design and make a lunch item that includes modern and traditional technologies.

BURNSIDE STATE SCHOOL 2026

