



School Curriculum
and Standards
Authority



Year 3

Curriculum content

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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Contents

Introduction	1
Year 3 curriculum content	1
Learning areas and subjects	2
English	3
Health and Physical Education	8
Humanities and Social Sciences	10
Languages	13
Chinese: Second Language	13
French: Second Language	16
German: Second Language	19
Indonesian: Second Language	22
Italian: Second Language	25
Japanese: Second Language	28
Mathematics	31
Science	34
Technologies	36
Design and Technologies.....	36
Digital Technologies	38
The Arts	40
Dance	40
Drama	42
Media Arts	44
Music.....	45
Visual Arts	47

Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. The curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 3 curriculum content

The *Western Australian Curriculum and Assessment Outline* (the *Outline*):

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students from Kindergarten to Year 10
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 3 includes:

- guiding principles of teaching, learning and assessment
- the Year 3 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts content, including the General Capabilities and Cross-curriculum Priorities
- the Year 3 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts Year level descriptions
- a student diversity statement.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 3. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 3. It is a requirement that students study a performance arts subject (Dance, Drama or Music) and a visual arts subject (Media Arts or Visual Arts).

English

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 3, students use spoken, written and visual communication to interact with familiar audiences for a purpose. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Students should be given opportunities to reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 3, students learn about literary devices and techniques used by authors and/or illustrators to shape audience reaction, and about the language features and structures that are relevant to the purpose of cross-curricula texts.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; chapter books; rhyming verse and poetry; film and animation; dramatic performance; conversations and discussions; websites and other digital media; non-fiction texts; and texts used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that reflect a range of contexts, text structures and language features that enable students to actively build literal and inferred meaning, and begin to evaluate texts
- literary texts that may describe events that extend over several pages, unusual happenings within a framework of familiar experiences, and may include images that extend meaning
- texts that use language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words that can be decoded using phonic, semantic and grammatical knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the text
- informative texts that include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include narratives, procedures, dramatic performances, reports, responses (such as reviews or personal reflections), poetry and persuasive arguments/expositions for particular purposes and audiences. Students make choices about texts according to their interests.

Content descriptions

Language

Language for interacting with others

- Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality
- Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful

Text structure, organisation and features

- Describe how texts across learning areas are organised into stages and use language features relevant to their purpose
- Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together
- Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation

Language for expressing and developing ideas

- Understand that sentences are usually made up of clauses, and the subject and verb within the clauses need to agree
- Understand how verbs represent different processes for doing, feeling, thinking, saying and relating
- Understand that verbs are anchored in time through tense
- Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments
- Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts
- Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession

Phonic and word knowledge

- Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns
- Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words
- Recognise and know how to write most high-frequency words, including some homophones
- Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words

Literature

Literature and contexts

- Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

- Discuss connections between personal experiences and character experiences in literary texts and share personal preferences

Examining literature

- Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative
- Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose

Creating literature

- Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts

Literacy

Texts in context

- Recognise how texts can be created for similar purposes but different audiences

Interacting with others

- Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information

Analysing, interpreting and evaluating

- Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts
- Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

Creating texts

- Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic specific vocabulary and correct spelling of most high frequency and phonetically regular words
- Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume
- Write words using joined letters that are clearly formed and consistent in size
- Use features of digital tools to create or add to texts for a purpose

Health and Physical Education

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 3, students develop strategies for managing the physical, emotional and social changes they may experience as they grow older. They continue to develop relationship skills and their understanding of the importance of showing empathy and respect for others outside their classroom. Students interpret the accuracy of health information communicated in the media and online environments and make responsible choices and decisions.

Students are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity.

Content descriptions

Personal, social and community health

Personal identity and change

- Factors that strengthen personal identities, including family, friends, and school
- Physical, social and emotional changes that occur as individuals grow older

Staying safe

- Protective behaviours and communication skills to respond to unsafe situations
- Strategies to use when help is needed
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described

Healthy and active communities

- Actions in daily routines that promote health and wellbeing
- Choices and behaviours conveyed in health information and messages

Interacting with others

- Behaviours that show empathy and respect for others
- Circumstances that can influence the level of emotional response to situations

Movement and physical activity

Movement skills

- Introduce fundamental movement skills:
 - Locomotor
 - dodge
 - leap
 - Object control
 - foot dribble
 - overarm throw
 - punt
- Combine fundamental movement skills with simple tactics to retain or gain possession in minor games
- Movement skills that combine the elements of effort, space, time, objects and people

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing
- Basic rules in a variety of physical activities and ways in which they keep activities safe and fair

Interpersonal skills

- Cooperation skills to include everyone in physical activities

Humanities and Social Sciences

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

In Humanities and Social Sciences, students develop their social skills and ability to work collaboratively. The ability of students to draw on a wider range of sources of information is enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

In Year 3, students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and investigate events, developments, issues and phenomena, both historical and contemporary.

Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students consider their own participation in the local community and how this contributes to society.

The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations on the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the Southern Hemisphere, including Australia and its near neighbours.

Students develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

Content descriptions

Knowledge and understanding

Civics and Citizenship

Communities

- Who makes rules, why rules are important and the consequences of rules not being followed
- Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community

Geography

Places are both similar and different

- The location of Australian states, territories, capital cities and major regional centres of Western Australia
- The location and identifying attributes of Australia's major natural features
- How language groups of Australia's Aboriginal and Torres Strait Islander peoples divide their Country/Place and how this compares to the surveyed boundaries of Australian states and territories
- The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics

History

Communities and remembrance

- One important example of change and one important example of continuity over time in the local community, region or state/territory
- The role that different cultural groups have played in the development and character of the local community compared with development in another community
- Significant events, symbols and emblems that are important to Australia's shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia

Humanities and Social Sciences skills

Questioning and researching

- Identify current understanding of a topic
- Develop a range of focus questions to investigate
- Locate and collect information from a variety of sources
- Record selected information and/or data
- Recognise the ethical protocols that exist when gathering information and/or data

Analysing

- Use criteria for selecting relevant information
- Interpret information and/or data collected
- Identify different points of view/perspectives in information and/or data

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps
- Use decision-making processes

Communicating and Reflecting

- Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms
- Reflect on learning, identify new understandings and act on findings in different ways

Languages

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

Chinese: Second Language

Year level description

Year 3 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 2 and focuses on extending the oral skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

In Year 3 students require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases. Students are encouraged to use spoken Chinese as much as possible for classroom routines, social interactions and for learning tasks.

Students communicate in Chinese, interacting and socialising orally with their teacher and peers to exchange information about themselves, their family, interests and leisure activities. They exchange simple correspondence in writing to express good wishes, send simple notes and text messages. Students locate and convey specific points of information from familiar simple spoken and visual texts using learnt phrases and words. They locate information in familiar written texts using learnt characters. Students respond to and create simple imaginative oral texts that use gestures and modelled language. They create short written imaginative texts using simple Chinese characters, captions, labels and modelled short sentences.

They exchange simple correspondence in writing to express good wishes, send simple notes and text messages. Students locate and convey specific points of information from familiar simple spoken and visual texts using learnt phrases and words. They locate information in familiar written texts using learnt characters. Students respond to and create simple imaginative oral texts that use gestures and modelled language. They create short written imaginative texts using simple Chinese characters, captions, labels and modelled short sentences.

Students become familiar with the systems of the Chinese language, recognising the components of *Pinyin* (consonant, vowel, tones) and the *Pinyin* sounds associated with individual letters and syllables that differ from the English sounds for the same letters and syllables. They copy and use context-related vocabulary and apply some first elements of grammar in simple spoken and written texts. They begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.

Students are encouraged to describe their Chinese learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people. In Year 3 students require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is

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Content descriptions

Communicating

Socialising

- Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁;我叫 James; 我住在珀斯;我哥哥喜欢踢足球;你住在哪里?
- Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说
- Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐;母亲节快乐

Informing

- Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words related to their personal worlds
- Locate factual information in familiar written texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters

Creating

- Respond to and create simple imaginative oral texts such as puppet plays, for example, *The 12 Chinese zodiac signs* 《十二生肖的故事》, 《饥饿的毛毛虫》, or song and dance shows, that use gestures and other movements, familiar expressions and modelled language
- Create short written imaginative texts such as storyboards and cartoons, using simple characters and modelled short sentences that follow the basic subject-verb-object structure

Translating

- Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions

Reflecting

- Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people

Understanding

Systems of language

- Recognise the components of Pinyin (consonant, vowel, tones)
- Recognise *Pinyin* sounds associated with individual letters and syllables, differentiating, for example, *chī*, *piě*, *qù*, *cān* and *hé* from English sounds for such letters and syllables
- Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order
- Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - that simple statements in Chinese tend to follow English word order, but that questions do not, for example, ‘Do you have a cat?’ versus 你有猫吗?
 - identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥
- Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English
- Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English

Language variation and change

- Understand that different ways of using Chinese language reflect different regions, different relationships and different ways of making meaning

Role of language and culture

- Recognise that Chinese is the official standard language of the People’s Republic of China and in other countries and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and the United States of America

French: Second Language

Year level description

Year 3 French: Second Language builds on the skills, knowledge and understanding required to communicate in the French language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in French, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the French language, experimenting with the pronunciation of common vowel sounds letter combinations and intonation patterns. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposeful interactions such as the relationship between subject pronouns and verb endings and an increasing range of adjectives. They begin to develop a metalanguage in French for talking about language, using terms similar to those used in English.

Students are encouraged to describe their French learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use French as much as possible for classroom routines, social interactions and for learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !*
- Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Bonjour, Madame Patou, comment allez-vous ?; Salut, Nicole, ça va ? Pas mal, et toi ?; Bonne nuit, Papa !; Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage !*
- Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission

Informing

- Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds
- Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

Creating

- Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes
- Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports

Translating

- Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

Reflecting

- Notice what looks or feels similar or different to their own language and culture when interacting in French, for example, gestures such as la bise or pronunciation of some sounds

Understanding

Systems of language

- Experiment with the pronunciation of common vowel sounds, for example, *ou* (*vous, jour*), *oi* (*toi, voiture*), *on* (*bonbon, mon*), *ai* (*aimer, j'ai*), *ain* (*train, demain*) and *eau* (*château, beau*), letter combinations and intonation patterns
- Recognise and write high-frequency words and expressions in familiar contexts
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe*
 - understanding the difference between definite and indefinite articles and how to refer to a specific or unspecific person, place or object, for example, *J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie*
 - using an increasing range of adjectives, for example, *bizarre, magnifique, formidable*, including additional gender forms, for example, *blanc/blanche, gros/grosse*
 - developing number knowledge for numbers 0–100
- Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English
- Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts

Language variation and change

- Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use

Role of language and culture

- Notice differences between French, Australian and other cultures' practices and how these are reflected in language

German: Second Language

Year level description

Year 3 German: Second Language builds on the skills, knowledge and understanding required to communicate in the German language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in German, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the German language, experimenting with intonation patterns and with the pronunciation of short and long single vowel and diphthong sounds. They write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as using present tense forms of irregular verbs and understanding and describing current and recurring actions using verbs, to generate language for a range of purposeful interactions. They begin to develop a metalanguage in German for talking about language, using terms similar to those used in English.

Students are encouraged to describe their German learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use German as much as possible for classroom routines, social interactions and for learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *Ich habe einen Bruder und zwei Schwestern; Das ist mein Onkel; Meine Schwester ist zehn Jahre alt; Sie hat blaue Augen; Mein Vater ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics. Ich liebe meine Oma; Meine Mutter ist schön*
- Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Guten Morgen Frau Jelek, wie geht es Ihnen? Hallo Selens, wie geht es dir? Nicht schlecht und dir? Gute Nacht Papa! Wir sehen uns morgen Frau Jones; Bis später; Viel Glück! Wie heißen Sie?*
- Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, using formulaic expressions such as *Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch?*

Informing

- Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds
- Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

Creating

- Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes
- Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports

Translating

- Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

Reflecting

- Notice what looks or feels similar or different to their own language and culture when interacting in German, for example, recognising that there are similarities and differences between German and English ways of showing politeness

Understanding

Systems of language

- Experiment with the pronunciation of short and long single vowel and diphthong sounds, including *ja, rot, singen, Sport, Winter, zwei*
- Recognise and use the *Eszett* and *Umlaut* to pronounce and write familiar German words
- Experiment with intonation patterns
- Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks
- Recognise and write high-frequency words and expressions in familiar contexts
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, *der Bruder, ein Bruder, er*
 - noticing that nominative and accusative indefinite articles denote an unspecified person or object, for example, *Rotkäppchen hatte einen Korb*
 - using the possessive adjectives *mein/e* and *dein/e* or a form of *haben* and an indefinite article to express a relationship to a person, for example, *Meine Schwester ist zehn Jahre alt; Ich habe einen Bruder*
 - comparing pluralisation of some nouns in German and English and using *die* for plural nouns in German, for example, *der Apfel/die Äpfel*
 - describing a relationship using a possessive adjective, for example, *mein/e, dein/e, sein/e, ihr/e*
 - understanding and using pronouns to refer to people, for example, *ich, du, er, sie* (singular); *wir, ihr, sie* (plural); *Sie heißt Anna, Sie heißen Ben und Sarah*
 - using present tense forms of irregular verbs such as *haben* and *sein* and recognising similarities to the English verbs 'to have' and 'to be'
 - understanding and describing current and recurring actions using verbs such as *essen, fliegen, fressen, laufen, leben, schwimmen, sprechen* and *trinken*
 - understanding the meaning of and using common time phrases and cohesive devices, for example, *gestern, heute, dann* and *zuerst*
- Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English
- Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal German texts

Language variation and change

- Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use

Role of language and culture

- Notice differences between German, Australian and other cultures' practices and how these are reflected in language

Indonesian: Second Language

Year level description

Year 3 Indonesian: Second Language builds on the skills, knowledge and understanding required to communicate in the Indonesian language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Indonesian, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the Indonesian language, making connections between Indonesian and English sounds. They recognise and write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as making plurals by duplicating and describing actions using simple base verbs *tinggal*, *bermain* and *berenang* to generate language for a range of purposeful interactions. They begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Indonesian learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Indonesian as much as possible for classroom routines, social interactions and for learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, *Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7*
- Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission

Informing

- Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds
- Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

Creating

- Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes
- Create and perform short imaginative texts that use familiar expressions and modelled language, as well as simple visual supports

Translating

- Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

Reflecting

- Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian

Understanding

Systems of language

- Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, *c (ch); g* is the hard *g* in 'gum' but never soft as in 'germ'; *k* is a soft sound if it appears at the end of a word as in *tidak, kakak*
- Recognise and write high-frequency words and expressions in familiar contexts

- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - describing people and animals using pronouns, gender and adjectives, for example, *dia, Teman saya baik hati; Kucing saya lucu dan kecil*
 - describing quantity using cardinal numbers, for example, *puluh, ratus* and ordinal numbers using *ke-* prefix
 - making plurals by duplicating, for example, *buku-buku*
 - describing actions using simple base verbs, for example, *tinggal, bermain, berjalan, berenang, berselancar*
 - recognising imperatives, for example, *Angkat tangan!; Buka bukumu!; Ayo cepat!*
 - giving praise, gratitude and encouragement, for example, *Coba; Bagus sekali!, Terima kasih banyak*
 - recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences
- Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English
- Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Indonesian texts

Language variation and change

- Understand that and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use

Role of language and culture

- Notice differences between Indonesian, Australian and other cultures' practices and how these are reflected in language

Italian: Second Language

Year level description

Year 3 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Italian, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the Italian language, experimenting with pronunciation and noticing the difference in intonation between statements, exclamations and commands. They recognise some of the rules of spelling and punctuation and begin to write high-frequency words and expressions in familiar contexts. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate Italian for a range of purposeful interactions such as using possessive adjectives with *io*, *tu*, *lui* and *lei* to express ownership. They begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Italian learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Italian as much as possible for classroom routines, social interactions and for learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico*
- Participate in routine exchanges such as asking each other how they are, for example, *Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!*
- Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission

Informing

- Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds
- Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

Creating

- Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes
- Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports

Translating

- Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

Reflecting

- Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian

Understanding

Systems of language

- Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as *Mia sorella si chiama Anita; Uno, due, tre, guardate a me!*
- Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including *Mamma, Papà*
- Recognise and write high-frequency words and expressions in familiar contexts
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - identifying gender, singular and plural nouns in the regular form, for example, *il quaderno/i quaderni; la mela/le mele*
 - observing gender in patterns of naming, for example, *Paolo/Paola*, but that *Luca, Andrea* and *Simone* are all male names in Italian
 - using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, *la mano, il papà*
 - using the definite and indefinite articles and understanding how to specify a particular person or object, for example, *la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia*
 - using cardinal numbers for dates and ages
 - using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, *Mia nonna è carina; Il mio amico è indonesiano*
 - using possessive adjectives with *io, tu, lui* and *lei* to express ownership, for example, *la mia casa; la tua famiglia; il tuo cappello; mia nonna*
 - recognising suffixes to add nuance, for example, *-ino, fratellino, piccolino*
- Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English
- Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Italian texts

Language variation and change

- Understand that different ways of using Italian language reflect different relationships and different ways of making meaning, for example, *Permesso? — Avanti!; Grazie — Prego; Per favore/Per piacere; Buon appetito!; A domani!*

Role of language and culture

- Understand and demonstrate how language use changes over time and that Italian has influenced many languages, including English
- Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language

Japanese: Second Language

Year level description

Year 3 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Japanese, interacting with their teacher and peers to participate in routine exchanges such as asking each other how they are and by talking about activities they participate in during their day, and events that occur through the year. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students are exposed to imaginative texts such as *kamishibai* (paper puppets) and respond by acting out events or identifying and comparing favourite characters and elements. They create, perform and present short imaginative texts that use familiar expressions and modelled language.

Students become familiar with the systems of the Japanese language, building their vocabulary repertoire and beginning to generate new language using verbs in the *ます* and negative *ません* form. A *hiragana* chart is used by students to support them as they begin to read and write words in *hiragana*. Students begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Japanese learning experiences and explore their own sense of identity and ways that they use language differently when they interact with different people. They begin to model and explain culture specific practices such as bowing when greeting and demonstrating hand gestures and body language that are used alongside Japanese communication.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Japanese as much as possible for classroom routines, social interactions and for learning tasks.

Content descriptions

Communicating

Socialising

- Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日に ともだち と うみに いきます; たん生日 に ケーキ を たべます/たべません
- Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements

Informing

- Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds
- Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support

Creating

- Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes
- Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なん ですか; なんさい ですか

Translating

- Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません、しつれいします
- Demonstrate and explain hand gestures, body language or facial expressions that work with language, or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response

Reflecting

- Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese

Understanding

Systems of language

- Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)
- Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a *hiragana* character
- Use a *hiragana* chart as a framework for reading and writing
- Commence basic *hiragana* script writing
- Begin to read and write words using *hiragana*
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - using verbs in *ます* and negative form *ません*
 - describing actions using verb *ます* form, for example, *すしをたべます*
 - understanding the rules of Japanese word order (subject + object + verb), the use of associated particles *は/を/と/も/に*, and the use of *が* in formulaic expressions, for example, *noun が すきです*
 - understanding time words associated with days of the week, months of the year and seasons
 - beginning to use general counters in Japanese, for example, *ひとつ、ふたつ*
 - seeking information using question words *なに/なん/いつ/どこ/だれ* and the sentence-ending particle *か*, for example, *なに が すき ですか; なんさい ですか*
- Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English
- Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts

Language variation and change

- Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning

Role of language and culture

- Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language
- Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language

Mathematics

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Mathematics provides opportunities for students to develop a sound grasp of numeric conventions. Concrete materials continue to assist students to make sense of mathematical concepts as they develop the ability to think in more abstract terms.

Students engage in a range of approaches to learning through the proficiencies of understanding, fluency, problem-solving and reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed.

In Year 3, students recognise the place value pattern in numbers to at least four digits, explore different ways to partition numbers and the use of 'greater than' and 'less than' symbols. This knowledge is applied to a range of calculation strategies and supports the modelling of relevant real-world situations. Students start using formal units of measurement and are introduced to the concept of angles, identifying mathematical applications in familiar contexts. They recognise the likelihood of outcomes for repeated chance experiments and explore different ways to collect and represent data.

Content descriptions

Number and algebra

Understanding number

- Read, write and order numbers to at least four digits, including on a number line. Recognise the repetition of the 0–999 sequence of digits
- Represent and partition numbers up to four digits, including groups of 10 (tens), 10 groups of 10 (hundreds) and beyond, using concrete materials and number sentences. Recognise that the value of a digit is determined by its place in a number
- Represent and explain the relationship between addition and subtraction using part-part-whole models and number sentences
- Recall addition and subtraction facts to 20
- Explore and represent the relationship between multiplication and division using diagrams, arrays and number sentences
- Recall multiplication facts of 2, 3, 4, 5 and 10, and related division facts
- Recognise, represent and describe unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$. Combine unit fractions with the same denominator to create a complete whole

Understanding equalities and inequalities

- Explore and use the greater than, less than and equality symbols to compare two whole numbers or statements involving addition and subtraction

Patterns and relationships

- Create and represent increasing or decreasing additive patterns from any starting point, using concrete materials and numbers, and describe rules to represent the pattern

Calculating with number

- Add and subtract two- and three-digit numbers using a range of strategies
- Explore a range of additive estimation strategies for different situations, including using knowledge of odd and even numbers

Financial mathematics

- Investigate financial transactions, recognising equivalent values and change

Modelling with number

- Identify and represent a range of real-world addition and subtraction situations with part-part-whole models, and multiplication and division situations with arrays. Write number sentences to reach a solution and interpret in context

Measurement and geometry

Two-dimensional space and structures

- Explore one-step slides (translations) and flips (reflections) of familiar two-dimensional shapes, make connections to line symmetry and describe the movement of the shape

- Estimate, measure and order lengths in uniform units, including millimetres, centimetres and metres
- Compare the areas of two shapes indirectly, using uniform informal units, without gaps and overlaps
- Identify angles as measures of turn between two lines that intersect and directly compare angle sizes in everyday situations
- Create and interpret simple maps to show positions and pathways, considering the relative position of key features

Three-dimensional space and structures

- Visualise and make models of three-dimensional objects. Compare and classify objects according to the key features of faces, edges and vertices
- Measure and order capacity in uniform units, including millilitres. Estimate larger capacities using a litre container

Non-spatial measurement

- Measure mass to compare objects to everyday items using kilograms and grams
- Tell the time in minutes using analogue and digital clocks. Describe duration in hours, minutes and seconds and identify the relationship between them

Probability and statistics

Probability

- Describe familiar events using the language of chance. Identify and list possible outcomes of everyday chance events
- Identify the likelihood of outcomes for planned, equally likely, repeated chance experiments. Conduct the experiments and recognise variation in the results

Statistics

- Describe and interpret real-life data represented in dot plots and column graphs with scale intervals of one
- In a real-world context, explore questions of interest by collecting categorical or discrete numerical data through observation or surveys. Organise and represent data in dot plots, tables and column graphs and interpret to answer a question

Science

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Science provides opportunities for students to explore their physical, social, cultural and technological surroundings. As students develop the ability to work collaboratively, they work with others to plan and make decisions in constructing knowledge.

In Year 3, students observe the characteristics of living things and use these to group them. They apply criteria to identify things as living, non-living or once-living. They recall the observable properties of solids and liquids and understand that a change of state is caused by adding or removing heat. Students identify important Earth resources and how humans and other living things use them in interconnected ways. They learn energy can be transferred and transformed.

Students pose questions and make predictions. They plan and conduct fair investigations and compare their findings with others, and to their predictions. They represent observations and data using simple tables and column graphs or other visual or physical models and communicate ideas using scientific vocabulary. Students use science knowledge to propose explanations for observed phenomena and solutions to problems.

Content descriptions

Science understanding

Biological sciences

- Living things can be distinguished from non-living and once-living things, and grouped by their characteristics

Chemical sciences

- The observable properties of solids and liquids and how adding or removing heat leads to a change of state

Earth and space sciences

- Soils, rocks and minerals are important Earth resources, and are used by humans and other living things in different and interconnected ways

Physical sciences

- Energy can move from one thing to another (transfer), and change form (transform)

Science inquiry

Questioning and predicting

- Pose questions and make predictions based on planned observations of phenomena that include variables to be measured and changed

Planning and conducting

- Plan and conduct investigations, including elements of fair tests, and consider the material and equipment risks
- Make and record observations, including formal measurements using familiar scaled instruments

Processing, modelling and analysing

- Organise and represent data using tables, column graphs and models to identify patterns

Evaluating

- Compare findings with those of others, and to predictions; consider if investigations were fair; and identify questions for further investigation

Communicating

- Communicate ideas using scientific vocabulary

Collaborating and applying

- Use science knowledge to propose explanations for observed phenomena and solutions to problems

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 3. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Design and Technologies builds on concepts previously acquired and students continue to develop understanding in design thinking skills, such as products to assist people with limited mobility, hearing or sight, and outlining procedures to achieve solutions.

In Year 3, students have opportunities to learn about technologies in society and to create solutions in at least one of the following Design and Technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations, and Materials and technologies specialisations. Students are provided with opportunities to manage, develop ideas, design and make products for individual and/or local community needs.

Students apply design thinking skills to generate multiple ideas for their designed solutions. They learn to define problems using project management skills. Students experiment with appropriate work protocols and consider ways to improve, modify or adapt for different situations, including safety. They use given criteria to evaluate diagrams, technologies and the components used for the designed solution.

Content descriptions

Contexts

Engineering principles and systems

- Forces, and the properties of materials affect the behaviour of objects

Food and fibre production

- Food and fibre produced to meet food and clothing needs

Food specialisations

- Foods are selected to nourish the body, for energy to move and support growth

Materials and technologies specialisations

- Properties of materials, suitability and safe practice using given technologies to create a product to achieve a purpose

Technologies and society

- Role of people in design and technologies occupations in the local community
- Technologies are designed and used in products, services or environments to meet individual needs

Design thinking skills

Project management

- Communicate ideas and follow a plan with consideration of time management, to develop a solution

Investigating and defining

- Define ideas and design opportunities for individual and/or local needs

Designing

- Design solutions through use of labelled drawings, technical terms and/or a sequence of steps

Producing and implementing

- Use appropriate technologies and components with given equipment and follow agreed protocols to produce a designed solution

Evaluating

- Use given criteria to evaluate diagrams, technologies and the components used for the designed solution

Digital Technologies

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Digital Technologies builds on concepts previously acquired, and students continue to develop understanding and skills in computational thinking.

In Year 3, students explore digital systems in terms of their components and peripheral devices. They develop an understanding of the characteristics of data and its representation. Students have opportunities to create digital solutions, such as interactive adventures and simple guessing games that involve user choice.

Students apply design thinking skills to generate multiple ideas for their designed solutions. They reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations. Students develop their design skills by following prepared algorithms that include a choice of options through branching. They experiment with appropriate software, including visual programming environments to implement their solutions.

Content descriptions

Digital systems

- Digital systems and peripheral devices are connected and used together for various purposes

Data representation

- Data is of different types and can be represented in various ways

Privacy and security

- Different types of personal data are shared and stored online
- Access their school account, using a unique, private, memorised password, and log out afterwards

Digital implementation

- Represent algorithms (sequence of steps), including decisions made by the user (branching) using flow charts
- Implement algorithms (sequence of steps) in a visual programming environment to include decisions made by the user (branching)

Design thinking skills

Project management

- Communicate ideas and follow a plan with consideration of time management, to develop a solution

Investigating and defining

- Define ideas and design opportunities for individual and/or local needs

Designing

- Design solutions through use of labelled drawings, technical terms and/or a sequence of steps

Producing and implementing

- Use appropriate technologies and components with given equipment and follow agreed protocols to produce a designed solution

Evaluating

- Use given criteria to evaluate diagrams, technologies and the components used for the designed solution

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 3. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level description

In Year 3, students extend their exploration and improvisation skills to create dance that tells a story. They are introduced to the fourth element of dance: energy and continue to experiment with and select body, space and time to organise dance sequences.

Students continue to develop body awareness, coordination, control, and balance through simple combinations of fundamental movement skills. They work individually and collaboratively to create and rehearse sequences and consider safe dance practices.

Students experience performing dance and, as an audience, learn to respect the dance of others.

As students make and respond to dance, they consider how the elements of dance (body, energy, space and time) are used in their own and others' dance. They explore the purpose of dance from different times.

Content description

Making

Ideas

- Exploration, improvisation and selection of movement ideas to create a dance that has a narrative structure

Skills

- Exploration of, and experimentation with, four (4) elements of dance (BEST)
 - Body:
 - body parts (gestures)
 - body zones (front, back, sideways)
 - body bases (feet, knees, hands)
 - Energy:
 - controlling and combining different movement qualities (sharp to soft, floppy to stiff)
 - Space:
 - levels (medium, low, high)
 - direction (forward, backward, diagonal)
 - personal space and general space
 - dimensions (big, small, narrow, wide)
 - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)
 - pathways (in the air with the arms, under, over, on the floor)

- Time:
 - tempo (fast, slow, slowing down, speeding up)
 - rhythm (regular, irregular)

to create dance

- Combinations of fundamental movement skills that develop body awareness, coordination, control and balance
- Safe dance practices, including following warming-up and cooling down procedures

Performance

- Rehearsal processes (including practicing) to improve dance performance
- Performance skills (entering and leaving performance space on cue) and acknowledging the audience when presenting dance

Responding

- Appropriate responses to, and respect for, dance of others as performers and audience members
- Purpose of dance from different times
- Responses that involve identifying and reflecting on the use of the elements of dance, in their dance and the dance of others, using dance terminology

Drama

Year level description

In Year 3, students extend their understanding of role and situation as they create improvised and devised drama.

Students begin to experiment with selected forms and styles when improvising or devising drama. They continue to develop improvisation, voice and movement skills. Students are introduced to the elements of space, character and time.

Students experience drama as performers and audience members. They begin to use rehearsal processes to support audience engagement and continue to learn appropriate responses to the drama of others.

As they make and respond to drama, students identify and reflect on the elements of drama used in a performance. Students have the opportunity to experience drama from a range of cultures, times and locations.

Content description

Making

Ideas

- Improvised and devised drama based on narrative structures in familiar forms and styles

Skills

- Exploration and experimentation of seven (7) elements of drama:
 - voice (loud, soft, varying loud and soft; pitch variation; pace; volume)
 - movement (facial expressions and gestures to create belief in character and situation)
 - role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
 - situation (establishing and sustaining a fictional setting)
 - space (establishing a clear setting)
 - character (communicating character traits; developing relationships between characters)
 - time (sense of time to create belief in drama)

when creating improvised or devised drama

- Improvisation skills (breaking patterns) to develop drama

Performance

- Rehearsal processes (to improve the flow of the performance) to support audience engagement
- Performance skills and audience awareness (where performers use focus and control) when performing drama styles

Responding

- Appropriate responses to, and respect for, drama of others as performers and audience members
- Features of drama in different cultures and places
- Responses that involve identifying and reflecting on the use of the elements of drama terminology

Media Arts

Year level description

In Year 3, students explore how sequencing of image, sound and text tell a story or convey a message to an intended audience. They explore how fictional characters are represented in stories.

Students explore and experiment with technical, audio and written codes and conventions, and are introduced to symbolic codes, when producing media work.

As students make and respond to media work, they are provided with opportunities to explore work from different social, cultural and historical contexts

Content description

Making

Ideas

- Exploration of how sequenced images, audio and text can be used to tell a story or convey a message
- Exploration of how fictional characters are represented in stories

Skills

- Exploration and experimentation with the codes and conventions of media:
 - technical (sequencing and editing images to organise events in a story; camera shots (close-up); camera angles (low angle))
 - symbolic (object, colour, setting, using costumes and props to represent familiar people as fictional characters)
 - audio (loudness and softness; music to convey a mood; sound effects)
 - written (selecting, arranging and editing text to organise important features of an idea or story) when producing media work

Production

- Production of media work, using codes and conventions to enhance the story or message for an intended audience

Responding

- Appropriate responses to, and respect for, media work from different social, cultural and/or historical contexts
- Responses that involve identifying, and reflecting on, the use of codes and conventions of media in their own and others' media work, using media terminology

Music

Year level description

In Year 3, students continue to develop aural skills, improvising, singing and playing pitch patterns and rhythmic patterns in duple and triple time. They improvise with the elements of music to create music ideas incorporating tempo and dynamics, and record and communicate their music ideas using graphic and/or standard notation and terminology.

Students experience music as performers and audience members, singing and playing instruments and experimenting with dynamics to improve performance.

Students listen to a range of music, and explore reasons why people make music across different cultures, events or occasions. They reflect on how specific elements are used to communicate mood and meaning.


Content description

Making

Ideas

- Improvisation with the elements of music to create music ideas
- Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology and relevant technology

Skills

- Development and consolidation of aural and theory skills, including:
 - rhythm (simple time signatures, standard notation )
 - tempo (changing tempos; terminology (*allegro*, *largo*, *moderato*))
 - pitch (staff; treble clef; melodic shape)
 - dynamics (terminology and symbols *forte*, (**f**), *piano*, (**p**); *crescendo*, *decrescendo*)
 - form (binary (AB); repeat sign (:||))
 - timbre (how sounds are produced on different instruments, differentiate between two instruments when played together)
 - texture (two rhythmic or melodic patterns when played together)

to create and perform music

Performance

- Application of teacher directed rehearsal processes to improve music performances and engage an audience
- Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics)

Responding

- Responses to, and respect for, the music of others as performers and audience members
- Reasons why people make music across different places, events or occasions
- Responses that identify elements of music and how they communicate ideas, mood and meaning

Visual Arts

Year level description

In Year 3, students extend their understanding of the visual elements as they reflect on their use to create artwork using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively.

Students explore art from other cultures and consider where and how artwork is presented to an audience.

As they make and respond to artwork, students are introduced to the use of visual art terminology. They use the terminology to reflect on how the elements are used in the artwork they view and make.

Content Description

Making

Ideas

- Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures
- Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork

Skills

- Development of artistic processes and techniques to explore visual conventions through:
 - shape (asymmetrical shapes; composite shapes; space around shapes; organic)
 - colour (tints – mixing white; shades – adding black)
 - line (thick, thin, dashed, continuous, broken)
 - space (simple perspective – foreground, middle-ground, background)
 - texture (etching by scratching through surfaces; texture quality – matte, sheen)to create artwork
- Experimentation with a variety of techniques and use of art processes, such as weaving, photomontage or painting in artwork

Production

- Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork
- Presentation and consideration of where and how artwork is displayed

Responding

- Appreciation and respect for a variety of artwork
- Personal responses discussing the use of visual art elements in their own and others' artwork, and identifying meaning in artwork from other cultures

