School Curriculum and Standards Authority

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Year 3
Curriculum Content

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.

Contents

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. 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*:

- 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
- 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, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 3 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

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 subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Content descriptions

Language

Language variation and change

- Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning

Language for interaction

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
- Examine how evaluative language can be varied to be more or less forceful

Text structure and organisation

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)
- Understand that paragraphs are a key organisational feature of written texts
- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters
- Identify the features of online texts that enhance navigation

Expressing and developing ideas

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement
- Understand that verbs represent different processes; for example, doing, thinking, saying, and relating and that these processes are anchored in time through tense
- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
- Learn extended and technical vocabulary and ways of expressing opinion, including modal verbs and adverbs

Phonics 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
- 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
- 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

Literature

Literature and context

- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons

Responding to literature

- Draw connections between personal experiences and the worlds of texts, and share responses with others
- Develop criteria for establishing personal preferences for literature

Examining literature

- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose

Creating literature

- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue

Literacy

Texts in context

- Identify the point of view in a text and suggest alternative points of view

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
- Plan and deliver short presentations, providing some key details in logical sequence
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

Interpreting, analysing, evaluating

- Identify the audience and purpose of 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 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, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Write using joined letters that are clearly formed and consistent in size
- Use software, including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements

Health and Physical Education

Year level description

In Year 3, the content further develops students' knowledge, understanding and skills in relation to their health, wellbeing and safety. Opportunities are provided for students to explore and strengthen their personal identity and broaden their understanding of physical, social and emotional changes as they grow older. Students practise skills and strategies to promote positive relationships, and interpret the accuracy of health information communicated in the media and online environments.

Students continue to build on previous learning and develop greater proficiency across the range of fundamental movement skills. They combine skills to create cohesive movement patterns and sequences, and develop strategies that support them to achieve physical activity goals. Students are introduced to the benefits of regular physical activity and the impact on health and wellbeing. They also focus on developing personal and social skills, such as cooperation, which support inclusive practices.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Content descriptions

Personal, social and community health

Being healthy, safe and active

- Factors that strengthen personal identities, such as the influence of:
  - family
  - friends
  - school
- Physical, social and emotional changes that occur as individuals grow older, such as changes to:
  - the body
  - friendships
  - feelings
- Protective behaviours and communication skills to respond to unsafe situations
  For example:
  - keeping calm
  - using appropriate verbal and non-verbal communication skills
  - Strategies to use when help is needed
- For example:
  - seeking help to ensure the safety of themselves and others
- Actions in daily routines that promote health, safety and wellbeing:
  - healthy eating
  - appropriate levels of physical activity

Communicating and interacting for health and wellbeing

- Behaviours that show empathy and respect for others
- Circumstances that can influence the level of emotional response to situations
- Choices and behaviours conveyed in health information and messages
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described
  For example:
  - exploring giving consent for their photo to be shared
  - actions they can take if someone has done something hurtful or disrespectful to them
  - actions they can take if someone has done something without their permission or consent, including in online environments

Contributing to healthy and active communities

- Ways to be active in natural environments

Movement and physical activity

Moving our body

- Fundamental movement skills:
  - kick
  - catch
  - underarm throw
  - overarm throw
  - bounce
- Combination of locomotor and object control skills in minor games
- Locomotor skills:
  - run
  - jump
  - hop
  - dodge
- Ways to maintain a balanced position when performing locomotor and object control skills
- Movement skills and tactics to achieve an outcome:
  - gaining possession
  - navigating an obstacle course

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing:
  - maintenance of a healthy weight
  - prevention of some diseases
- Movement skills that combine the elements of effort, space, time, objects and people

Learning through movement

- Cooperation skills to ensure everyone is included in all physical activities
- Basic rules in a variety of physical activities and ways in which they keep activities safe and fair

Humanities and Social Sciences

Year level description

In Year 3, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.

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 to 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 think about 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 at 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 are given the opportunity to 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.

Economics and Business does not commence until Year 5. The Year 3 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as simple transactions and financial literacy.

Content descriptions

Civics and citizenship

Knowledge and understanding

Communities

- Communities make decisions in different ways and voting is a way that groups make decisions democratically
- 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

Knowledge and understanding

Places are both similar and different

- The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef)
- Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories
- The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics
- The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places
- The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places

History

Knowledge and understanding

Communities and remembrance

- **One** important example of change and **one** important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)
- The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community
- The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems
- The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan)

Humanities and social sciences skills

Knowledge and understanding

Questioning and researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart)
- Develop a range of focus questions to investigate
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)

- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)
- Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)

Analysing

- Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)
- Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)
- Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph)

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)

Communicating and Reflecting

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms
- Develop texts, including narratives and biographies, that use researched facts, events and experiences
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)

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.

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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

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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

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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

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry
- **fluency** includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions
- **problem-solving** includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns
- **reasoning** includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.

Content descriptions

Number and algebra

Number and place value

- Investigate the conditions required for a number to be odd or even and identify odd and even numbers
- Recognise, model, represent and order numbers to at least 10 000
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Recognise and explain the connection between addition and subtraction
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
- Recall multiplication facts of two, three, five and ten and related division facts
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies

Fractions and decimals

- Model and represent unit fractions, including ½, ¼, ⅓, ⅕, and their multiples to a complete whole

Money and financial mathematics

- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

Patterns and algebra

- Describe, continue, and create number patterns resulting from performing addition or subtraction

Measurement and geometry

Using units of measurement

- Measure, order and compare objects using familiar metric units of length, mass and capacity
- Tell time to the minute and investigate the relationship between units of time

Shape

- Make models of three-dimensional objects and describe key features

Location and transformation

- Create and interpret simple grid maps to show position and pathways
- Identify symmetry in the environment

Geometric reasoning

- Identify angles as measures of turn and compare angle sizes in everyday situations

Statistics and probability

Chance

- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results

Data representation and interpretation

- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording
- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
- Interpret and compare data displays

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions

Content descriptions

Science understanding

Biological Sciences

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things

Chemical Sciences

- A change of state between solid and liquid can be caused by adding or removing heat

Earth and Space Sciences

- Earth's rotation on its axis causes regular changes, including night and day

Physical Sciences

- Heat can be produced in many ways and can move from one object to another

Science as a human endeavour

Nature and development of science

- Science involves making predictions and describing patterns and relationships

Use and influence of science

- Science knowledge helps people to understand the effect of their actions

Science inquiry skills

Questioning and predicting

- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge

Planning and conducting

- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment
- Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately

Processing and analysing data and information

- Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

Evaluating

- Reflect on investigations, including whether a test was fair or not

Communicating

- Represent and communicate observations, ideas and findings using formal and informal representations

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

Learning in Design and Technologies builds on the range of concepts, skills and processes developed in previous years.

In Year 3, students have opportunities to learn about technologies in society as they create solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production (includes Food specialisations in this year); and Materials and technologies specialisations. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have opportunities to develop self-ownership of their ideas. They explore creative, innovative and imaginative ideas and approaches to achieve solutions. Students begin thinking about their peers, their communities and themselves as consumers, and explore the need for services and environments within both the local and broader community.

Students plan with an awareness of the characteristics and properties of materials, and the use of tools and equipment. They have opportunities to reflect on their actions, and develop decision-making skills. Students explore aspects of the social implications of existing products and processes to develop an understanding of their place in the world.

Students communicate using a range of techniques for documenting design and production ideas.

Content descriptions

Knowledge and understanding

Technologies and society

- Role of people in design and technologies occupations
- Ways products, services and environments are designed to meet community needs

In Year 3, students have opportunities to learn about technologies in society as they create solutions in **at least one** of the following technologies contexts.

Technologies contexts

Engineering principles and systems

- Forces, and the properties of materials, affect the behaviour of a product

Food and fibre production

- Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them

Materials and technologies specialisations

- Suitability and safe practice when using materials, tools and equipment for a range of purposes

Processes and production skills

Creating solutions by:

Investigating and defining

- Create a sequence of steps to solve a given task

Designing

- Develop and communicate ideas using labelled drawings and appropriate technical terms

Producing and implementing

- Select, and safely use, appropriate components with given equipment to make a solution

Evaluating

- Use criteria to evaluate design processes and solutions developed

Collaborating and managing

- Work independently, or collaboratively when required, to plan, safely create and communicate sequenced steps

Digital Technologies

Year level description

In Year 3, students further develop understanding and skills in computational thinking, such as categorising and outlining procedures. They have opportunities to create solutions, such as interactive adventures and simple guessing games that may involve user choice.

Students explore digital systems in terms of their components, and peripheral devices, such as digital microscopes, cameras and interactive whiteboards. They collect and present data, developing an understanding of the characteristics of data and their representation.

Students learn to define simple problems using techniques to deduce and explain simple conclusions. They learn to develop their design skills by following prepared algorithms to describe branching (choice of options). Students experiment with appropriate software, including visual programming environments that use graphical elements, such as symbols and pictures to implement their solutions.

Students continue to develop an understanding of communicating ideas and information safely when using digital technologies.

Content descriptions

Knowledge and understanding

Digital systems

- Digital systems and peripheral devices are used for different purposes

Representation of data

- Different types of data can be represented and displayed in different ways

Processes and production skills

Collecting, managing and analysing data

- Collect and present different types of data using simple software to create useful information

Digital implementation

- Use visually represented sequenced steps (algorithms), including steps with decisions made by the user (branching)
- Create and communicate ideas and information safely

Creating solutions by:

Investigating and defining

- Create a sequence of steps to solve a given task

Designing

- Develop and communicate ideas using labelled drawings and appropriate technical terms

Producing and implementing

- Select, and safely use, appropriate components with given equipment to make a solution

Evaluating

- Use criteria to evaluate design processes and solutions developed

Collaborating and managing

- Work independently, or collaboratively when required, to plan, create and communicate sequenced steps

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 (:ll))
    - 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