



The Arts

Essential Learnings by the end of **Year 3**

Learning and assessment focus

Students use their creativity, imagination and senses to express their ideas, experiences and feelings through Dance, Drama, Music, Media and Visual Art. They begin to develop their aesthetic understandings of arts elements and languages. They create their own arts works, and present and respond to their own and others' arts works, considering particular audiences and particular purposes. They see the place of the arts in people's work and community lives.

Students gain awareness of the diversity of Aboriginal and Torres Strait Islander artists, arts works and practices, and understand some of the protocols regarding Indigenous arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to relate the arts to their own experiences. They develop their interpretations of arts works and reflect on the creative process that has occurred, within one or across many arts disciplines.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, to create and present arts works, and to communicate decisions about their own arts practice and that of others.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.



Ways of working

Students are able to:

- select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages
- create and shape arts works by combining arts elements to express personal ideas, feelings and experiences
- practise arts works, using interpretive and technical skills
- present arts works to familiar audiences, using arts techniques, skills and processes
- follow guidelines to apply safe practices
- respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages
- reflect on learning to identify new understandings.

Knowledge and understanding

Dance

Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.

- Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases
e.g. travelling with hops, runs and slides; staying on the spot using whole-body stretches, curls and twists.
- Directions, levels, shapes and pathways are used to move in space within movement phrases
e.g. using forwards direction, a low level on the ground, curved shapes and a straight pathway to move within a space.
- Fast and slow movements are used to change timing in movement phrases
e.g. using fast movements in a traditional Aboriginal dance to express the quick actions of an animal.
- Percussive and sustained movement qualities are used to change energy in movement phrases
e.g. representing a robot by stop-and-start energy changes in movement.
- Structuring devices, including repetition and narrative forms, are used to organise movement phrases
e.g. using a nursery rhyme to structure a dance story.

Drama

Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

- Role can be established using movement, voice, performance space, cues and turn-taking
e.g. pretending to be someone else within a given or original story.
- Purpose and context are used to shape roles, language, place and space to express ideas
e.g. pretending to be a ringmaster within a circus scene.
- Dramatic action is structured by being in role and building storydramas
e.g. developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and sharks.

Media

Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.

- Still and moving images, sounds and words are used in media texts
e.g. using still and moving images, sounds and words in a television advertisement.
- Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts
e.g. cropping a digital image to create a close-up from a long shot.
- Representations in media texts can be either real or imagined, and are created for particular audiences and purposes
e.g. using animal characters in sketches and drawings for a children's film on road safety.

Music

Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.

- Duration, beat, time values and metre are used to create repeated rhythmic patterns
e.g. using minims, crotchets, quavers, semiquavers and crotchet rests to create rhythmic ostinatos in simple time.
- Pitch and intervals are used to create melodic phrases and sequences
e.g. using an improvised melody to accompany a known nursery rhyme.
- Repetition is used to structure music
e.g. using the same, similar and different phrases within a known song.
- Familiar sound sources, including vocal and instrumental sources, have characteristic sound qualities (tone colour)
e.g. hearing the mellow tone of a cello, compared with the bright sound of a trumpet.
- Relative softness and loudness of sounds are used to change the dynamic level of music
e.g. using forte (f) to sing loudly or piano (p) to play softly.

Visual Art

Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

- Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation
e.g. using cool colours to suggest calm in a paper and glue sculpture about dreams and sleep.
- Line is used to suggest movement and direction
e.g. using heavy, straight lines to suggest the swiftness of a cheetah running or soft, squiggly lines to suggest the slowness of a flowing river.
- Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position
e.g. using a variety of rectangular shapes together in a painting to represent buildings in a town.
- Texture is used to create variation and repetition
e.g. using rough and smooth fabrics and paper to create different surfaces in a collage.



English

Essential Learnings by the end of **Year 3**

Learning and assessment focus

Students use their imagination and creativity to interpret and construct English texts that share ideas about their experiences, and to make sense of familiar topics in real and imagined worlds. They identify how people, characters, places, events and things are represented in texts, including in Aboriginal texts and Torres Strait Islander texts. They see the place of English in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively develop their ability to interpret and construct texts by identifying the audience, subject matter and purpose, and by applying their understanding of language elements and texts. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their understanding of English in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to assist when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- interpreting texts
- constructing texts
- appreciating texts
- reflecting.



Ways of working

Students are able to:

- identify audience, purpose and text type
- identify main ideas and the sequence of events, and make simple inferences
- recognise and select vocabulary to describe subject matter
- interpret how people, characters, places, events and things have been represented
- construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose
- make judgments and justify opinions about their enjoyment and appreciation of texts using personal knowledge, experiences and direct references to the texts
- reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways
- reflect on learning to identify new understandings.

Knowledge and understanding

Speaking and listening

Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.

- The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done
e.g. sharing a recount can be entertaining.
- Speakers can adopt different roles in formal and informal situations
e.g. speaking with a friend, compared with talking to the school principal.
- Spoken texts are different from written texts
e.g. an oral recount can use informal language compared with a written recount, which uses more formal language.
- Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations.
- Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners.
- Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners
e.g. facial expressions add meaning to spoken texts.
- Active listeners identify main ideas and information, show interest and respond.
- In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures
e.g. using a toy from home as a prop during a morning talk.
- Conventions for turn-taking and interruption are influenced by the context
e.g. use of "excuse me" when speaking to an adult.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.



Reading and viewing

Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings
e.g. selecting an information book for a report about spiders compared with selecting a picture book when reading for enjoyment.
- Readers and viewers make connections between their prior knowledge and the subject matter of the text
e.g. pet lovers bring specific vocabulary and related ideas to stories about dogs.
- Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.
- Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter.
- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts
e.g. Once upon a time — a contextual cue that signals a fairytale.
- Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems
e.g. simple tense: -ed, -ing; plural endings: -es; -ies.
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

Writing and designing

Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.

- The purpose of writing and designing includes reporting and conveying simple messages and information
e.g. writing an information report on a given topic.
- Writers and designers can adopt different roles for different audiences
e.g. writing an email to a friend compared with writing an invitation.
- Words and phrases, symbols, images and audio have meaning.
- Text users make choices about grammar and punctuation.
- Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words
e.g. monosyllabic words: sharp, crown, green; two-syllable words: playing, sunny; high-frequency words: the, was.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting
e.g. referring to wall charts, dictionaries and a variety of spelling resources and strategies to help with editing and proofreading.
- Writers and designers use correct formation, entries, exits and joins of Queensland Modern Cursive script.



Language elements

Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.

- Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions.
- A sentence can be a single clause or a combination of clauses
e.g. Kathy drew a picture. — a sentence containing a single clause
Kathy drew a picture and gave it to her teacher. — a sentence containing a combination of clauses.
- Text connectives are used to link and sequence things, ideas and events
e.g. She got out of the pool. Then she dried herself. — Then is a text connective indicating sequence.
- Tense is used to indicate time in sentences
e.g. Terry cooks every day. — present tense
He cooked a lovely cake yesterday. — past tense
Terry will cook tomorrow night too. — future tense.
- Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways
e.g. Dave skated brilliantly at the new skatepark.
Dave — noun
skated — verb describing what is happening
brilliantly — adverb describing how Dave skated
at the new skatepark — prepositional phrase describing where Dave skated
new — adjective describing the skatepark.
- Pronouns take the place of nouns to which they are referring
e.g. Jacinta found her dog. — the pronoun her replaces Jacinta.
- Conjunctions are used to join two phrases or clauses
e.g. Charlie went for a walk because she wanted some exercise. — because is a conjunction.
- Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning
e.g. That is fantastic! — the exclamation mark (!) indicates a strong feeling, such as surprise or satisfaction with a job well done.
- Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things
e.g. The dark forest was dangerous. — compared with The bright forest was magical. — demonstrates how vocabulary can be used to describe a place in different ways.
- Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things
e.g. music, volume, clothing and body language — a person wearing black clothing could be interpreted as a villain.



Literary and non-literary texts

Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.

- Texts are produced for particular audiences and their interests
e.g. picture books are written for specific age groups.
- Formal and informal texts are ways of communicating for different purposes
e.g. speaking to a friend at home about a pet, compared with speaking to the whole class about a pet.
- Texts created by Aboriginal and Torres Strait Islander peoples reflect a range of ideas and information, relationships and connections
e.g. Aboriginal creation stories are connected to a specific place or "country" and language group; Torres Strait Islander elders share stories about recent events.
- Literary texts entertain, evoke emotion and convey simple messages and information.
- Simple narratives, rhymed verse, fables and fairytales are types of literary texts.
- Narratives have structural features that include orientation, complication and resolution, and descriptions of characters and settings.
- Phrases including "Once upon a time" and "A long time ago" are characteristic of stories.
- Stanzas, rhyme and rhythm are features of rhymed verse.
- Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions.
- Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts.
- Non-literary texts can convey an opinion that may be positive or negative.
- Main ideas and events can be sequenced and subject matter described, including supporting ideas and details.
- Non-literary texts use a range of structures, including hyperlinks in electronic texts
e.g. instructions and recipes use ordered steps; recounts order events chronologically; headlines are used in news stories and still and moving images are used in posters; websites and reports have an introduction and a description of features or events.



Health & Physical Education (HPE)

Essential Learnings by the end of Year 3

Learning and assessment focus

Students use their enthusiasm for physical activity and curiosity about how the human body works, relationships and feelings to explore their health and wellbeing. They develop an understanding that health is influenced by simple everyday actions of people, and by environments. They see the place of health, physical activity and personal development in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, apply skills and take action to promote their own and others' health and wellbeing, movement capacities and personal development. They reflect on their learning and on the importance of health and physical education in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.



Ways of working

Students are able to:

- pose questions and plan simple activities and investigations
- identify and collect information and evidence
- draw conclusions and make decisions
- propose and take action to promote health and wellbeing, movement capacities and personal development
- apply fundamental movement skills when participating in physical activities
- create and sequence simple movement patterns in response to stimuli
- apply personal development skills when interacting with others
- follow guidelines to apply safe practices
- reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development.
- reflect on learning to identify new understandings.

Knowledge and understanding

Health

Health is multidimensional and influenced by everyday actions and environments.

- The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings)
e.g. working cooperatively with peers in active recreational pursuits can improve relationships and physical health and make people feel contented.
- Health behaviours and choices are influenced by personal factors, people and environments
e.g. personal likes and dislikes, and family, influence what people eat and when; community facilities and geographic location influence the types of activities that people participate in.
- Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety
e.g. wearing a helmet when cycling and crossing the road sensibly; using protective actions such as "no, go, tell" in situations that don't feel right; wearing a hat and sunscreen when outdoors are SunSmart strategies; always swimming with a buddy.
- A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing
e.g. eating a variety of fresh foods every day, as suggested in the Australian Guide to Healthy Eating, can promote healthy teeth and bone growth, and boost energy.

Physical activity

Fundamental movement skills are foundations of physical activity.

- Development of body and spatial awareness improves movement and confidence in a variety of physical activities
e.g. using simple movements to “make a triangle” or “crouch low and then spin to the sky” involves knowing how, where and at what level and which body parts to move.
- Development of locomotor and non-locomotor movements and manipulative skills can improve the quality of physical performance and support participation in physical activities
e.g. experiencing movement and manipulative skills such as twisting and turning, throwing a bean bag up and catching it, kicking a ball at a target or striking a balloon to keep it afloat, enables movement from place to place, and makes activity fun.
- Regular participation in physical activity develops movement capacity and promotes health and wellbeing
e.g. playing games every day helps develop movement skills for an active life, have fun with peers and develop confidence.

Personal development

Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

- Identity is shaped by personal characteristics and experiences
e.g. gaining satisfaction from completing a task; having a sense of belonging from being a part of a group or team.
- Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences
e.g. listening, sharing and showing concern, being kind and patient, and respecting rules, customs and traditions, help people to get along with peers.
- Everyday experiences and relationships give rise to different emotions in self and others
e.g. having friends can foster happiness; feeling left out can cause sadness.



Mathematics

Essential Learnings by the end of **Year 3**

Learning and assessment focus

Students use their intuitive understandings of mathematical concepts as they identify and investigate mathematics inherent in real-life situations. They construct new knowledge by engaging in purposeful mathematical activities and investigations. They develop an understanding that mathematics is a way of thinking, reasoning and working. They see the place of mathematics in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to work mathematically by posing mathematical questions and by individually and collaboratively planning and conducting mathematical investigations. They reflect on their learning and are able to transfer their thinking and reasoning to familiar everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within mathematical contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- thinking and reasoning
- communicating
- reflecting.



Ways of working

Students are able to:

- identify mathematics in everyday situations
- pose basic mathematical questions and identify simple strategies to investigate solutions
- plan activities and investigations to explore mathematical concepts, questions, issues and problems in familiar situations
- use everyday and mathematical language, mental computations, representations and technology to generate solutions and check for reasonableness of the solution
- make statements and decisions based on interpretations of mathematical concepts in familiar everyday situations
- evaluate their own thinking and reasoning, giving consideration to how mathematical ideas have been applied
- communicate thinking and reasoning, using everyday and mathematical language, concrete materials, visual representations, and technologies
- reflect on and identify the contribution of mathematics to everyday situations
- reflect on learning to identify new understandings.

Knowledge and understanding

Number

Whole numbers, simple fractions and the four operations are used to solve problems.

- Whole numbers (to 999) have position on a number line and each digit has place value
*e.g. use a number line to show that 70 is placed between 50 and 100 but is closer to 50;
use a place value chart to represent 28 as having 2 tens and 8 ones.*
- Whole numbers (to 999) can be represented in different ways, including the use of concrete materials, pictorial materials, number lines and technologies.
- Simple fractions, including half and quarter, and mixed numbers can be represented in different ways
e.g. objects such as fruit, counters and clock-faces can be used to represent halves and quarters.
- Addition and subtraction involving 2-digit whole numbers can be calculated using concrete materials, mental computation and written strategies.
- Multiplication and division of whole numbers to 10 can be calculated using arrays, skip counting, doubles, double doubles, turnarounds and sharing of concrete materials.
- Problems involving operations can be explored using concrete materials, sketches and diagrams.
- Problems using a single operation can be planned and solved
e.g. multiplication can be used to determine how many eggs there are in two egg cartons.
- Money can be used to buy goods and services
e.g. money to buy food and pay for a bus ticket.
- Transactions for goods and services can use different combinations of notes and coins of equivalent value
e.g. a \$5 note or $4 \times \$1$ coins and $5 \times 20c$ coins can be used to make a purchase.



Algebra

Relationships between objects or numbers can be described using patterns and simple rules.

- Simple relationships between objects or numbers can be described in terms of order, sequence and arrangement
e.g. plot the hourly temperature during the day on a simple scale and observe that it rises between 8 in the morning and 12 midday, then stays the same until school finishes for the day.
- Simple relationships between objects or numbers, including equivalence, can be represented using concrete and pictorial materials
e.g. $14 + 8$ can be changed to $12 + 10$ without affecting the equivalence; objects can be used to show the equivalence of number expressions such as $5 + 6$, $9 + 2$ and $3 + 4 + 4$.
- Inverse relationships between addition and subtraction can be applied to find unknowns and maintain equivalence in equations
*e.g. $\square + 3 = 7$, $4 = 7 - 3$;
 $7 + 4 = 6 + 5$.*
- Number patterns and sequences based on simple rules involve repetition, order and regular increases or decreases
e.g. identify and continue the pattern in 2, 5, 8, 11 ...

Measurement

Unique attributes of shapes, objects and time can be identified and described using standard and non-standard units.

- Hour, half-hour and quarter-hour times and five-minute intervals are read using analogue clocks and all times are read using digital clocks.
- Calendars can be used to identify specific information about days and dates
e.g. identify the dates of every Tuesday in a month; identify the date that is a week later or earlier than a given date.
- Standard units, including centimetre, metre, kilogram (half and quarter) and litre (half and quarter), and non-standard units of measurement can be used to measure attributes of shapes and objects
e.g. centimetres and hand span may both be used to measure the length of a desktop.
- Measurements of length, area, volume and mass of shapes and objects are compared and ordered, using instruments
e.g. use scales to compare the mass of a range of objects; use a one-litre measuring jug to fill and compare the volumes of other containers.

Chance and data

Chance events can be explored using predictions and statements. Data can be collected, organised and explored.

- Predictions about chance events can be made using simple statements
e.g. it is likely/unlikely that this will happen.
- Data can be collected using simple surveys and observations to respond to questions
e.g. survey students in class for favourite television program.
- Data can be organised in lists, tables, picture graphs and bar graphs
e.g. construct a bar graph of distribution of eye colour of students in the class.
- Data can be explored for variation and adequacy
e.g. count the number of cars outside school at drop-off and lunch times and determine if there is sufficient data or whether more should be collected.



Space

Geometric properties can be used to describe, sort and explore 2D shapes and 3D objects. Maps and plans provide information about an environment.

- Geometric names and properties are used to sort, describe and construct common 2D shapes, including squares, rectangles, triangles and circles, and 3D objects, including prisms, pyramids, cones, cylinders and spheres
e.g. 3D objects can be created using modelling material; pinwheels, paper planes and flowers can be created by folding and cutting paper.
- Flips, slides and turns are particular ways of moving shapes to explore symmetry
e.g. complete simple visual puzzles; create repeat patterns.
- Obvious features in everyday environments can be represented and located on simple maps and plans
e.g. construct a map of a simple obstacle course around the school grounds.
- Directions can be given for moving and for locating features within an environment
e.g. instruction to move a half, full, quarter and/or three-quarter turn.



Science

Essential Learnings by the end of **Year 3**

Learning and assessment focus

Students use their curiosity about the natural and physical world and their senses, intuition and imagination as a basis for exploring and testing their thinking about the world. They are able to tell others what they see, what they think and what they wonder about. They develop an understanding that science is a way of constructing new knowledge and is based on observations of the natural world. They see the place of science in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to work scientifically by generating scientific questions, by participating in scientific activities, and by individually and collaboratively planning and conducting simple investigations. They reflect on their learning and their understanding of science in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within scientific contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- reflecting.



Ways of working

Students are able to:

- pose questions and make predictions
- plan activities and simple investigations, and identify elements of a fair test
- identify and collect data, information and evidence
- make judgments about the usefulness of the data, information and evidence
- use identified tools, technologies and materials
- draw conclusions and give explanations, using data, information and evidence
- communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations
- follow guidelines to apply safe practices
- reflect on and identify other points of view relating to science in everyday situations
- reflect on learning to identify new understandings.

Knowledge and understanding

Science as a human endeavour

Science is a part of everyday activities and experiences.

- Science has applications in daily life, including at home, at school, at work and in leisure time
e.g. medicines to treat illness in people and animals; electricity for lights.
- Science can impact on people and their environments
e.g. knowledge of the effects of the sun's rays influences sun safety precautions.
- Stewardship of the environment involves conserving natural resources
e.g. strategies to conserve water and preserve wilderness environments.
- Australian Indigenous knowledge of natural phenomena has developed over time as a result of people observing, investigating and testing in everyday life
e.g. observing changes in the environment to help determine seasons.

Earth and beyond

Changes in the observable environment influence life.

- Earth and space experience recurring patterns and natural cycles of events, including seasons, weather and moon phases, and these can affect living things
e.g. tides affect life on the shoreline; seasons affect the growth of plants; some animals hibernate in winter.
- Materials of the earth can be used in various ways
e.g. water for drinking; soil for growing crops.



Energy and change

Energy can be used for different purposes.

- Pushes and pulls affect the shape and motion of objects
e.g. squeezing clay; stretching a spring; throwing a ball.
- Forms of energy, including electricity, light, heat, movement and sound, have different applications
e.g. electricity can light the classroom; most animals use light to see; the sun can warm us; kicking a ball makes it move; blowing musical instruments makes sound.

Life and living

Needs, features and functions of living things are related and change over time.

- Animals, plants and non-living things have different features/characteristics
e.g. some animals have fur; unlike plants and animals, rocks do not grow.
- Offspring have similar characteristics to their parents
e.g. dogs have puppies; cats have kittens; birds have chicks.
- Change occurs during the life cycle of living things
e.g. a seed grows into a plant; a joey in the pouch develops into an adult kangaroo.
- Living things depend on the environment and each other
e.g. plants need light to make food; adult birds feed their young.

Natural and processed materials

Materials have different properties and undergo different changes.

- Materials are categorised according to their observable properties
e.g. texture, colour and solubility can be used to group materials.
- Properties of familiar materials may be changed
e.g. water is usually liquid but is solid when frozen.



Studies of Society & Environment (SOSE)

Essential Learnings by the end of **Year 3**

Learning and assessment focus

Students use their fascination with people and places to make sense of their world. They investigate societies and environments and develop an understanding of their relationships with other people and places. They identify values in everyday situations and local contexts. They see the place of social and environmental inquiry in people's work and community lives.

Students gain awareness of the history and diversity of lifestyles of Aboriginal people and Torres Strait Islander people throughout Australia.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop the ability to use inquiry processes to build understandings and make connections to their world. They communicate and share ideas using texts and terminology associated with social and environmental studies, and they individually and collaboratively use strategies to respond to community issues. They reflect on their learning and on their values in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.



Ways of working

Students are able to:

- pose questions for investigations
- plan simple investigations based on questions
- identify and collect information and evidence from narratives and familiar sources
- make judgments about the usefulness of the information and evidence
- draw conclusions and give explanations, using information and evidence
- communicate social and environmental ideas, using texts and terminology to match audience and purpose
- share ideas, and plan and enact responses to group or community issues
- participate in group decision making to achieve goals
- reflect on and identify values associated with fairness, protecting the environment and behaving peacefully
- reflect on learning to identify new understandings.

Knowledge and understanding

Time, continuity and change

Changes and continuities are identified through events, people's contributions and the stories of local communities.

- Aboriginal people's and Torres Strait Islander people's continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation
e.g. an Aboriginal creation story about how spiritual ancestors became certain features of the landscape.
- Contributions of individuals and groups to communities can be identified by symbols and stories
e.g. flags, portraits on currency, names of landmarks; local community histories and traditional Australian stories.

Place and space

Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

- Local environments are distinguished by natural features, places of importance to particular groups, and public spaces
e.g. a suburb may have bushland and waterways, communal meeting places, and parks.
- Resources and environments can be used, conserved and protected by valuing and applying sustainable practices
e.g. reducing water use; turning off appliances to conserve electricity; picking up litter to protect wildlife.
- Maps have symbols to represent places and identify the relative position of features including landmarks and locations
e.g. a 2D map using pictograms such as a large red circle to represent a city and blue lines to represent waterways.

Culture and identity

Local communities have different groups with shared values and common interests.

- Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
e.g. Christians have religious ceremonies to mark Easter and Christmas; maroon is Queensland's official state colour; regional communities have "show holidays".
- Aboriginal peoples and Torres Strait Islander peoples are Australia's Indigenous peoples and their influences are evident and valued in Australian communities
e.g. the naming of places; acknowledging traditional ownership of land; contributions of Indigenous individuals as part of a local community.
- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities
e.g. traditional tales from around the world with a focus on particular characters and events can be shared in communities and demonstrate the diversity of people within communities.
- Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members
e.g. families and schools are groups that are based on cooperation and care for their members.

Political and economic systems

Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.

- Rights and responsibilities, rules and codes of behaviour are part of local communities
e.g. classroom responsibilities; sporting team codes of behaviour; rules of games and road rules.
- Democratic decision-making systems help people to live and work together in communities
e.g. student councils make decisions about the school on behalf of the students; local governments make decisions about roads and waste management for local communities.
- Voting is used to make decisions and select leaders in democratic systems
e.g. voting to determine class rules, student responsibilities and class representatives.
- Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues
e.g. Australians travel abroad and Australia is a major tourist destination.
- People and resources are involved in the production and consumption of familiar goods and services
*e.g. production of food — farmers, processors, distributors, retailers, consumers;
health services — pharmacists, doctors, dentists, nurses, patients.*



Technology

Essential Learnings by the end of Year 3

Learning and assessment focus

Students use their imagination and creativity to make sense of the designed world as they investigate products used in everyday situations and identify how these meet needs and wants. They develop an understanding of characteristics of a range of resources (information, materials and/or systems). They gain an awareness of local Australian resources and how these have contributed to technology processes and products, in the past and present. They see the place of technology in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They work technologically, individually and collaboratively to develop creative responses to design situations. They explore the use of technology practice. They suggest and communicate design ideas based on their own experiences and investigations. They manipulate and process resources and consider what has worked well and what could be improved. They reflect on their learning and consider the uses and impacts of technology in familiar everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within technology contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting.





Ways of working

Students are able to:

- identify the purpose for design ideas
- generate simple ideas for designs
- communicate major features of their designs, using 2D or 3D visual representations and words
- select resources, simple techniques and tools to make products
- plan and sequence main steps in production procedures
- make products by following production procedures to manipulate and process resources
- follow guidelines to apply safe practices
- evaluate products and processes by identifying what worked well, what did not and ways to improve
- reflect on the uses of technology and describe the impact in everyday situations
- reflect on learning to identify new understandings.

Knowledge and understanding

Technology as a human endeavour

Technology is part of our everyday lives and activities.

- Products include artefacts, systems and environments
e.g. designing and making a greeting card; designing a lending system to keep track of books in a library; making an environment for a pet to live in.
- Designs for products are influenced by purpose, audience and availability of resources
e.g. forms of transport and transportation systems have changed over time; toys and games are designed to meet the needs of particular age groups.
- Technology and its products impact on everyday lives in different ways
e.g. computers, software and mobile phones have simplified everyday activities; products, including fishing boats, rods and reels, help us catch fish; shopping trolleys carry groceries.

Information, materials and systems (resources)

Resources are used to make products for particular purposes and contexts.

- Resources have characteristics that can be matched to design requirements
e.g. a website can be made more appealing by the use of bright colours and animations; selecting materials that will float to make a boat; characteristics of Australian plants affect the types of string and rope made by Indigenous peoples.
- Simple techniques and tools are used to manipulate and process resources
e.g. cutting, pasting and presenting images and text on a poster; shaping clay to make a decoration.



Information and Communication Technologies (ICTs)

*Cross-curriculum priority
by the end of Year 3*

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts.

Students explore and experiment with the use of a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society.

Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

Inquiring with ICTs

Students explore and use ICTs in the processes of inquiry across key learning areas. They:

- experiment with different ICTs and select and use ICTs appropriate to the inquiry
- conduct structured searches for data and information from a limited range of sources
- organise data and information
- evaluate the data and information gathered for usefulness and credibility
- reflect on how ICTs have assisted in meeting the inquiry purposes and in developing new understandings.

Creating with ICTs

Students experiment with and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:

- represent ideas, information and thinking
- develop imaginative responses
- record evidence of their learning
- reflect on their use of ICTs as a creative tool and identify how their responses could be improved.

Communicating with ICTs

Students experiment with and use ICTs across key learning areas to collaborate and enhance communication in different contexts for an identified audience. They:

- share and communicate ideas, understandings and responses
- consider how ICTs can be used to communicate different meanings in different situations
- apply basic communication conventions
- apply digital media to communicate
- recognise some elements of image and identity in communication
- reflect on their use of ICTs and identify ways to improve their collaboration and enhance their communication.

Ethics, issues and ICTs

Students understand the role of some ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They:

- develop and apply basic protocols and practices for safe, secure and responsible use of ICTs
- examine values and identify issues and practices for using ICTs in a safe and responsible manner
- identify and acknowledge the owner(s)/creator(s) of digital information sources
- apply basic preventative strategies to address health and safety issues when using ICTs
- follow guidelines for personal safety and information security practices when using ICTs
- reflect on how ICTs are used in the community and identify their impact.

Operating ICTs

Students use a range of basic ICT functions and applications across key learning areas to inquire, create collaborate and communicate, and to manage, store and retrieve information and data. They:

- follow guidelines to use ICTs and associated processes
- explore ways to work with and manage personal ICT resources and files
- apply basic formatting features when using ICTs
- describe common ICT devices using familiar ICT terminology
- use strategies to seek help when using ICTs
- reflect on their operation of ICTs and identify what worked well and what did not.