

Knowledge and understanding

Conceptual statements

These describe the focus and essential concepts, or big ideas, of the key learning area.

By the end of Year 3

English Speaking and listening Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts. Reading and viewing Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts. Writing and designing Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts. 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. Literary and non-literary texts Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.	Mathematics Number Whole numbers, simple fractions and the four operations are used to solve problems. Algebra Relationships between objects or numbers can be described using patterns and simple rules. Measurement Unique attributes of shapes, objects and time can be identified and described using standard and non-standard units. Chance and data Chance events can be explored using predictions and statements. Data can be collected, organised and explored. Space Geometric properties can be used to describe, sort and explore 2D shapes and 3D objects. Maps and plans provide information about an environment.	Science Science as a human endeavour Science is a part of everyday activities and experiences. Earth and beyond Changes in the observable environment influence life. Energy and change Energy can be used for different purposes. Life and living Needs, features and functions of living things are related and change over time. Natural and processed materials Materials have different properties and undergo different changes.	Studies of Society & Environment Time, continuity and change Changes and continuities are identified through events, people’s contributions and the stories of local communities. Place and space Local natural, social and built environments are defined by specific features and can be sustained by certain activities. Culture and identity Local communities have different groups with shared values and common interests. Political and economic systems Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.
Health & Physical Education Health Health is multidimensional and influenced by everyday actions and environments. Physical activity Fundamental movement skills are foundations of physical activity. Personal development Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.	The Arts Dance Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases. 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. Media Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes. 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. 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.	Technology Technology as a human endeavour Technology is part of our everyday lives and activities. Information, materials and systems Resources are used to make products for particular purposes and contexts.	Languages <i>Essential Learnings</i> for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate. Please see the following page.
		<div>Cross-curriculum priority</div> Information & Communication Technologies Inquiring with ICTs Creating with ICTs Communicating with ICTs Ethics, issues and ICTs Operating ICTs	

Languages

Knowledge and understanding

Conceptual statements These describe the focus and essential concepts, or big ideas, of the key learning area.

Beginner	Elementary	Lower intermediate
<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</p> <p>Intercultural competency and language awareness Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.</p>	<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences.</p> <p>Intercultural competency and language awareness Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.</p>	<p>Comprehending and composing in the target language Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.</p> <p>Intercultural competency and language awareness Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.</p>