Ways of working
These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

By the end of Year 3

English

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.

Mathematics

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.

Science

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.

Studies of Society & Environment

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.

Health & Physical Education

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.

The Arts

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.

Technology

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.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see the following page.

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Languages

Ways of working
These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

Beginner

Students are able to:

- identify the purpose or main topic in simple spoken and written texts, using visual and verbal language
- respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material
- identify and use non-verbal communication strategies in familiar contexts
- construct simple spoken and written texts in familiar contexts
- notice and compare aspects of the target language and English and/or other familiar languages
- notice and compare aspects of their own cultures and of the target cultures
- reflect on and evaluate the suitability of language choices in familiar contexts
- reflect on learning to identify new understandings and future applications.

Elementary

Students are able to:

- interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used
- interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences
- recognise and use appropriate verbal and non-verbal language to support the development of communicative competence
- select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback
- construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register
- notice and compare similarities and differences between the target language and English and/or other familiar languages
- notice and compare their own beliefs, attitudes and practices and those reflected in the target culture
- reflect on and evaluate the suitability of language choices for purpose, context and audience
- reflect on learning, apply new understandings and identify future applications.

Lower intermediate

Students are able to:

- interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented
- locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age
- plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience
- construct spoken and written texts that present an argument, perspective or opinion
- recognise that texts are culturally constructed, and analyse embedded cultural information
- notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication
- notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience
- reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience
- reflect on and evaluate learning to evaluate and apply new understandings and future applications.

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