

BOONDALL STATE SCHOOL YEAR 3: YEAR LEVEL PLAN

7 hours/week	Year Level Description	<p>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.</p> <p>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.</p> <p>The range of literary texts for Foundation 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.</p> <p>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.</p> <p>Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.</p>			
		Boondall English Unit 1 (adapted from C2C Unit 1)	Boondall English Unit 2 (adapted from C2C Unit 3)	Boondall English Unit 3 (adapted from C2C Unit 5)	Boondall English Unit 4 (adapted from C2C Unit 6)
	Unit Description	<p>Analysing and creating persuasive texts</p> <p>Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p>	<p>Exploring character and setting in texts</p> <p>Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences.</p>	<p>Examining imaginative texts</p> <p>Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Reading, writing and performing poetry</p> <p>Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning.</p> <p>Students write an adaptation of a poem. Students demonstrate use of language features and devices throughout the poem.</p>
		<p>Student responses to summative assessment tasks provides evidence of their learning and represents their achievements over reporting period. The assessment tasks should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>			
	Assessment Purpose Statement	<p>Part A - Comprehension</p> <p>Students comprehend literal and implied meaning in a text and identify and explain the author's use of language. Students examine ways persuasive language features are used to influence an audience</p> <p>Part B - Persuasive Letter</p> <p>Students write a letter to persuade a known audience.</p>	<p>Procedural Presentation</p> <p>Students create and present a spoken procedure in the role of a character from a story where the character is explaining how to do something.</p>	<p>Creating a multimodal text</p> <p>Students create a multimodal imaginative text about overcoming a fear, using software.</p> <p>Reading Comprehension</p> <p>Students comprehend an imaginative story drawing on knowledge of context, text structure and language features, and evaluate language and images in a text.</p>	<p>Read, respond to and adapt a poem</p> <p>Students review a known poem, answer questions about the poem, plan, draft and edit an adaption of a poem.</p>
	Assessment Conventions	<p>Summative Task Part A and B</p> <p>Text – persuasive</p> <p>Technique – extended responses, short answer, test</p> <p>Mode – written</p> <p>Conditions - individual, open book, stimulus print material, scaffolded example, letter planning sheet, drafting in lesson time, conferencing and feedback provided by teacher</p>	<p>Summative Task</p> <p>Text – informative text - procedure</p> <p>Technique – extended responses, spoken presentation</p> <p>Mode – written and spoken</p> <p>Conditions - individual, access to text and other resources, brainstorming during class, scaffolded examples, drafting in lesson time, conferencing and feedback provided by teacher</p>	<p>Summative Tasks</p> <p>Text – imaginative - narrative</p> <p>Technique – extended responses, multiple choice, short answer</p> <p>Mode – multimodal, written</p> <p>Conditions - individual, access to text and other resources, brainstorming during class, scaffolded examples, planning template, drafting in lesson time, conferencing and feedback provided by teacher</p>	<p>Summative Task</p> <p>Text – imaginative - poem</p> <p>Technique – short answers, extended response</p> <p>Mode – written</p> <p>Conditions - individual, open book, stimulus materials, planning template, drafting in lesson time, conferencing and feedback provided by teacher</p>
	Aspects of Achievement Standard	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.</p>	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to</p>	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to</p>	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to</p>

<p>Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p> <p>Taught Assessed</p>	<p>other texts. They listen to others' views and respond appropriately using interaction skills.</p> <p>Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. 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All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.

<p>General capabilities and cross-curriculum priorities</p>	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 		
<p>Key</p>	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 		<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 			
<p>Content descriptions for Year 3 English</p> <p>Review for balance and coverage of content descriptions</p>	<p>Language</p>		<p>Semester 1</p>		<p>Semester 2</p>	
	<p>Language variation and change</p>		<p>BSS Unit 1</p>	<p>BSS Unit 2</p>	<p>BSS Unit 3</p>	<p>BSS Unit 4</p>
	<p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</p>				<p>✓</p>	
	<p>Language for interaction</p>					
	<p>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 (ACELA1476)</p>					
	<p>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</p>		<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
	<p>Text structure and organisation</p>					
	<p>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) (ACELA1478)</p>		<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
	<p>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</p>		<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
	<p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</p>		<p>✓</p>			
<p>Identify the features of online texts that enhance navigation (ACELA1790)</p>				<p>✓</p>	<p>✓</p>	
<p>Expressing and developing ideas</p>						

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)		✓	✓		✓
Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)		✓	✓	✓	✓
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)				✓	
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	✓	✓	✓		✓
Phonic and word knowledge					
Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)	✓	✓	✓	✓	✓
Recognise and know how to write most high frequency words including some homophones (ACELA1486)	✓	✓	✓	✓	✓
Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)	✓	✓	✓	✓	✓
Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)	✓		✓	✓	✓
Literature	Semester 1		Semester 2		
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4	
Literature and context					
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)		✓	✓	✓	✓
Responding to literature					
Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	✓	✓	✓		✓
Develop criteria for establishing personal preferences for literature (ACELT1598)			✓	✓	✓
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 (ACELT1599)		✓	✓	✓	✓
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 (ACELT1600)					✓
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 (ACELT1601)		✓		✓	
Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)			✓		✓
Literacy	Semester 1		Semester 2		
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4	
Texts in context					
Identify the point of view in a text and suggest alternative points of view (ACELY1675)	✓		✓		
Interacting with others					
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	✓			✓	
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 (ACELY1792)			✓		✓
Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)			✓		✓
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 (ACELY1682)	✓	✓	✓	✓	
Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	✓	✓		✓	
Write using joined letters that are clearly formed and consistent in size (ACELY1684)	✓	✓	✓	✓	✓
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)		✓		✓	

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.

Unit 1

Unit 2

Unit 3

Unit 4

Unit Description

Students have opportunities to develop understandings of the following:

- **Number and place value** - count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts.
- **Using units of measurement** - tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres.
- **Chance** - conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments.
- **Data representation and interpretation** - collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.

Students have opportunities to develop understandings of:

- **Number and place value** - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten.
- **Fractions and decimals** - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections.
- **Money and financial mathematics** - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.
- **Patterns and algebra** - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns.
- **Shape** - identify and describe the features of familiar three-dimensional objects, make models of three dimensional objects.
- **Location and transformation** - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.
- **Geometric reasoning** - identify angles in the environment, construct angles with materials, and compare the size of familiar angles in everyday situations.

Students have opportunities to develop understandings of:

- **Number and place value** - count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract.
- **Money and financial mathematics** - represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals,
- **Fractions and decimals** - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths.
- **Patterns and algebra** - identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns.
- **Location and transformation** - describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical.
- **Units of measurement** - use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analogue clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts.

Students have opportunities to develop understandings of:

- **Number and place value** - recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use part-part-whole thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems.
- **Fractions and decimals** - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions.
- **Money and financial mathematics** - count the change required for simple transactions to the nearest five cents.
- **Using units of measurement** - measure, order and compare objects using familiar metric units of length, mass and capacity
- **Shape** - make models of three-dimensional objects.
- **Location and transformation** - represent symmetry, interpret simple maps and plans.
- **Geometric reasoning** - identify angles as measures of turn, compare angle sizes in everyday situations.
- **Chance** - conduct chance experiments, make predictions based on data displays.
- **Data representation and interpretation** - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, and interpret data displays.

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.

	Assessment	<p>Unit 1: Representing, adding and subtracting numbers Students recognise, represent and order numbers. They recognise the connection between addition and subtraction and add and subtract numbers.</p> <p>Unit 1: Conducting a simple chance experiment Students collect and interpret data from a simple chance experiment.</p>	<p>Unit 2: Adding, subtracting and partitioning numbers Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.</p>	<p>Unit 3: Money (eAssessment) (Optional) Students represent money values in various ways and correctly count change from financial transactions.</p> <p>Unit 3: Representing multiplication (Thinkboard) Students represent multiplication and solve multiplication problems using a range of strategies.</p> <p>Unit 3: Measuring length, mass and capacity using metric units Students use metric units to measure and compare length, mass and capacity.</p> <p>Unit 3: Patterning and connecting addition and subtraction Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.</p> <p>Unit 3: Investigating the relationship between units of time Students use simple strategies to reason and solve a measurement inquiry question.</p> <p>Unit 3: Telling time to the nearest minute Students tell time to the nearest minute and solve problems involving time.</p>	<p>Unit 4: Using unit fractions and multiplication Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p> <p>Unit 4: Interpreting grid maps and identifying symmetry, three-dimensional objects and angles, Students match positions on maps with given information and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations.</p>
	Assessment Conventions	<p>Text - Test Techniques - Experimental investigation Mode - Written Conditions - Individual, paired</p>	<p>Text - Test Techniques - Short Answer Mode - Written Conditions - Individual</p>	<p>Text - Test Techniques - Short answer Mode - Electronic (optional), written Conditions - Individual, paired</p>	<p>Text - Test Techniques - Short answer Mode - Written Conditions - Individual</p>
	Aspects of Achievement Standard	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.</p> <p>Taught Assessed</p>	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.</p> <p>Taught Assessed</p>	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.</p> <p>Taught Assessed</p>	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.</p> <p>Taught Assessed</p>
	Moderation	<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.</p> <p>Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>			

General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 		
Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking		Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability			
Content descriptions for Year 3 Mathematics Review for balance and coverage of content descriptions	Number and Algebra		Semester 1		Semester 2	
			Unit 1	Unit 2	Unit 3	Unit 4
	Number and place value					
	Investigate and use the properties of odd and even numbers. (ACMNA071)			✓		
	Recognise, represent and order numbers to at least tens of thousands (ACMNA072)		✓	✓	✓	
	Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)		✓	✓	✓	✓
	Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)		✓	✓	✓	✓
	Recall multiplication facts up to 10 x 10 and related division facts (ACMNA075)		✓	✓	✓	✓
	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)		✓	✓	✓	✓
	Fractions and decimals					
	Investigate equivalent fractions used in contexts (ACMNA077)		✓	✓	✓	✓
	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)		✓	✓	✓	✓
	Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)					✓
	Money and financial mathematics					
	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)			✓	✓	✓
	Patterns and algebra					
	Explore and describe number patterns resulting from performing multiplication (ACMNA081)		✓		✓	
	Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)		✓		✓	✓
	Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083)		✓		✓	✓
	Measurement and Geometry		Semester 1		Semester 2	
			Unit 1	Unit 2	Unit 3	Unit 4
	Using units of measurement					
	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)		✓		✓	
	Compare objects using familiar metric units of area and volume (ACMMG290)				✓	✓
	Convert between units of time (ACMMG085)		✓			✓
	Use am and pm notation and solve simple time problems (ACMMG086)		✓			✓
	Shape					
	Compare the areas of regular and irregular shapes by informal means (ACMMG087)				✓	✓
Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)			✓			
Location and transformation						
Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)					✓	
Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)				✓		
Geometric reasoning						
Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)			✓			
Statistics and Probability		Semester 1		Semester 2		
		Unit 1	Unit 2	Unit 3	Unit 4	
Describe possible everyday events and order their chances of occurring (ACMSP092)		✓			✓	

		Identify everyday events where one cannot happen if the other happens (ACMSP093)	✓			✓
		Identify events where the chance of one will not be affected by the occurrence of the other. (ACMSP094)	✓			✓
		Select and trial methods for data collection, including survey questions and recording sheets. (ACMSP095)	✓			✓
		Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	✓			✓
		Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)	✓			✓

SCIENCE	1 hour 45 min /week	Year Level Description	<p>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.</p> <p>Incorporating the key ideas of science</p> <p>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.</p>			
		C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4	
		BIOLOGY Is it living?	EARTH & SPACE Spinning Earth	PHYSICAL Hot stuff	CHEMICAL What's the matter?	
		Unit Description	Inquiry Question Is it living? How can we group living things?	Inquiry Question Is it living? How can we group living things?	Inquiry Question Is it living? How can we group living things?	
		Unit Description	<p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<p>Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</p> <p style="background-color: #ff00ff;">HASS Unit 2 Exploring places near and far</p>	<p>Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p>	<p>Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.</p>
		<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>				
		Assessment	<p>Unit 1: Investigating living things Students group living things based on observable features and distinguish them from non-living things.</p>	<p>Unit 2: Investigating the sun, Earth and us Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p>	<p>Unit 3: Understanding heat Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p>	<p>Unit 4: Investigating solids and liquids Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>
Assessment Conventions	<p>Text – Extended response Techniques - Short answer Mode - Written Conditions - Individual, use of student hand out</p>	<p>Text - Extended response Techniques - Short answer, Diagrams Mode - Multimodal Conditions - Individual</p>	<p>Text - Experimental investigation Techniques - Investigation Mode - Written Conditions - Individual</p>	<p>Text - Experimental investigation Techniques - Short Answer Mode - Written Conditions - Small group and individual</p>		

Aspect of Achievement Standard	By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas. Taught Assessed	By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas. Taught Assessed	By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas. Taught Assessed	By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas. Taught Assessed		
	All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.					
	Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.				
General capabilities and cross-curriculum priorities	Opportunities to engage with: 					
Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking		Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability			
Content descriptions for Year 3 Science Review for balance and coverage of content descriptions	Science Understanding		Semester 1		Semester 2	
			Unit 1	Unit 2	Unit 3	Unit 4
	Biological sciences					
	Living things have life cycles (ACSSU072)			✓		
	Living things depend on each other and the environment to survive (ACSSU073)			✓		
	Chemical sciences					
	Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)				✓	
	Earth and space sciences					
	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)		✓			
	Physical sciences					
	Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)					✓
	Science as a Human Endeavour		Semester 1		Semester 2	
			Unit 1	Unit 2	Unit 3	Unit 4
	Nature and development of science					
Science involves making predictions and describing patterns and relationships (ACSHE061)		✓	✓	✓	✓	
Use and influence of science						
Science knowledge helps people to understand the effect of their actions (ACSHE062)		✓	✓	✓	✓	
Science Inquiry Skills		Semester 1		Semester 2		
		Unit 1	Unit 2	Unit 3	Unit 4	
Questioning and predicting						

	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS064)	✓	✓	✓	✓
	Planning and conducting				
	With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS065)	✓	✓	✓	✓
	Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS066)	✓	✓	✓	✓
	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 (AC SIS068)	✓	✓	✓	✓
	Compare results with predictions, suggesting possible reasons for findings (AC SIS216)	✓	✓	✓	✓
	Evaluating				
	Reflect on investigations, including whether a test was fair or not (AC SIS069)	✓	✓	✓	✓
	Communicating				
	Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS071)	✓	✓	✓	✓

Year Level Description	<p>Diverse communities and places and the contribution people make The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration. The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draw from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. Inquiry Questions A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.</p> <ul style="list-style-type: none"> • How do symbols, events, individuals and places in my community make it unique? • How do people contribute to their communities, past and present? • What events do different people and groups celebrate and commemorate and what does this tell us about our communities? 		
	C2C Unit 1	C2C Unit 2	
	Unit Description	<p>Our unique communities</p> <p>Inquiry questions: <i>How do people contribute to their unique communities?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p>Exploring places near and far</p> <p>Inquiry questions: <i>How and why are places similar and different?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community and share their views on an issue related to rulemaking • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms
	<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>		
	Assessment	<p><i>Assessment task</i> To investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe how significant individuals, events and aspects of the past are remembered today • identify a point of view about the importance of different celebrations and commemorations to different groups • explain how and why people participate in and contribute to their communities • pose questions and locate and collect information from sources, including observations to answer questions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in written forms using simple discipline-specific terms. <p>Adapted Assessment Task – Our Unique Communities Task: To conduct an inquiry to answer the following inquiry question: <i>How and why are Anzac Day commemorations significant for different groups?</i></p>	<p><i>Assessment task</i> To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale (for example, the student's school versus an overseas school) and identify similarities and differences • interpret data to identify simple distributions and draw simple conclusions • represent data in different formats, including labelled maps • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. <p>Links with Maths C2C Unit 2 Assessment Investigating positions on maps Links with Science C2C Unit 2 Spinning Earth</p>
Assessment Conventions	<p>Text – Extended response Techniques - Short answer Mode - Written Conditions - Individual</p>	<p>Text - Extended Response Technique - Short answer Mode - Written Conditions - Individual</p>	
Aspect of Achievement	<p>By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe</p>	<p>By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe</p>	

		<p>similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p> <p>Taught Assessed</p>	<p>similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p> <p>Taught Assessed</p>						
<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.</p>									
	<p>Moderation</p>	<p>Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>							
<p>General capabilities and cross-curriculum priorities</p>	<p>Opportunities to engage with: </p>		<p>Opportunities to engage with: </p>						
	<p>Key</p>	<p>General capabilities</p> <ul style="list-style-type: none">  Literacy  Numeracy  Information and Communication Technology (ICT) Capability  Personal and Social Capability  Ethical Understanding  Intercultural Understanding  Critical and Creative thinking 	<p>Cross-curriculum priorities</p> <ul style="list-style-type: none">  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability 						
<p>Content descriptions for Year 3 Humanities and Social Sciences</p>	<p>Review for balance and coverage of content descriptions</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 25%; text-align: center;">Unit 1</td> <td style="width: 25%; text-align: center;">Unit 2</td> </tr> <tr> <td></td> <td style="text-align: center;">Semester 1</td> <td style="text-align: center;">Semester 2</td> </tr> </table>			Unit 1	Unit 2		Semester 1	Semester 2
			Unit 1	Unit 2					
			Semester 1	Semester 2					
		<p>Diverse communities and places and the contribution people make</p>							
		<p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)</p>	✓						
		<p>How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)</p>	✓						
		<p>Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)</p>	✓						
		<p>Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065)</p>	✓						
		<p>The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)</p>		✓					
		<p>The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)</p>		✓					
		<p>The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)</p>		✓					
		<p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)</p>		✓					
		<p>The importance of making decisions democratically (ACHASSK070)</p>		✓					
		<p>Who makes rules, why rules are important, and the consequences of rules not being followed (ACHASSK071)?</p>		✓					
		<p>Why people participate within communities and how students can actively participate and contribute (ACHASSK072)</p>	✓						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td colspan="2" style="text-align: center;">Unit</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </table>			Unit			1	2		
	Unit								
	1	2							
<p>Questioning</p>									
<p>Pose questions to investigate people, events, places and issues (ACHASSI052)</p>	✓								
<p>Researching</p>									
<p>Locate and collect information and data from different sources, including observations (ACHASSI053)</p>	✓	✓							

	Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054)		✓
	Sequence information about people's lives and events (ACHASSI055)	✓	
Analysing			
	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)	✓	
	Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)	✓	✓
		Unit	
		1	2
Evaluating and Reflecting			
	Draw simple conclusions based on analysis of information and data (ACHASSI058)	✓	✓
	Interact with others with respect to share points of view (ACHASSI059)		✓
	Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)		✓
Communicating			
	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)	✓	✓

THE ARTS	45 min /week	Year Level Description	<p>In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers.</p> <p>As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.</p> <p>Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.</p> <p>In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.</p> <p>In Visual Arts, students:</p> <ul style="list-style-type: none"> extend their awareness of visual conventions, and observe closely visual detail as they use materials, techniques and technologies and processes in visual arts forms explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter explore, observe and identify ideas and symbols used and adapted by artists in their artworks as they make and respond to visual arts consider how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. 	<p>In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers.</p> <p>As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.</p> <p>Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.</p> <p>In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.</p> <p>In Media Arts, students:</p> <ul style="list-style-type: none"> extend their understanding of structure, intent, character and settings use composition, sound and technologies consider themselves as audiences and explore other audience groups explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound as they make and respond to media artworks discuss the ethical behaviour of individuals when producing media artworks for a variety of audiences recognise appropriate and inappropriate use of other people's images and work in the making of media artworks.
			C2C Unit 3 Visual Arts	C2C Unit 2 Media Arts
		Unit Description	<p>Patterns in the Playground</p> <p>Students explore the pattern, texture and shape of their local environment. They make, display and discuss their own and others' artworks.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore artworks from Aboriginal artists and Torres Strait Islander artists who represent the land through symbolic pattern explore visual conventions (visual capture, textural rubbing, painting, collage) represent ideas (display / art conversations / reflections) compare artworks and use art terminology to communicate meaning. 	<p>Poetry in Motion</p> <p>Students create a character animation to deliver an audio recording of a short, humorous poem.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore representations of people from their community to develop animated characters considering animated forms, mouth shapes, facial expressions, character development, composition, text and sound in media delivery to engage audience. experiment with media technology, collaborative processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation. present productions in digital form discuss similarities and differences in content, structure and animation approaches. describe and discuss intended purposes and meanings of media artworks using media.
		<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>		
		Assessment Purpose Statement	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe and discuss similarities and differences between artworks they make, present and view discuss how they and others use visual conventions in artworks collaborate to plan and make artworks that are inspired by artworks they experience use visual conventions, techniques and processes to communicate their ideas. 	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> collaborate to use story principles time, space and technologies to make and share media artworks that communicate ideas to an audience describe and discuss similarities and differences between media artworks they make and view discuss how and why they and others use images, sound and text to make and present media artworks.
		Assessment Conventions	<p>Text - Extended responses Technique - Collection of work Mode - Paint and print Conditions - Small Group</p>	<p>Text - Extended response Technique - Collection of work Mode - Multimodal Conditions - Small group</p>
		Aspect of Achievement Standard	<p>By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.</p> <p>Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p> <p>Taught Assessed</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.</p> <p>Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</p> <p>Taught Assessed</p>
			<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.</p>	

	Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.	
General capabilities and cross-curriculum priorities	Opportunities to engage with: 		Opportunities to engage with: 
Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking		Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
Content descriptions for Years 3 and 4 The ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Years 3 and 4 Content Descriptions Visual Arts		C2C Unit 3
	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)		✓
	Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)		✓
	Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)		✓
	Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)		✓
	Years 3 and 4 Content Descriptions Media Arts		C2C Unit 3
	Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)		✓
	Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)		✓
	Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)		✓
	Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR061)		✓
Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints of contexts, knowledge, evaluations and judgments.			