

Content for Year 3 - Learning area content descriptions

English							
LANGUAGE	<p>Language variation and change</p> <p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</p>	<p>Language for social interactions</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>Evaluative language</p> <p>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</p>	<p>Purpose audience and structures of different types of texts</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>Text cohesion</p> <p>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</p>	<p>Punctuation</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>Concepts of print and screen</p> <p>Identify the features of online texts that enhance navigation (ACELA1790)</p>
	<p>Sentences and clause-level grammar</p> <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)</p>	<p>Word-level grammar</p> <p>Understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)</p>	<p>Visual language</p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p>	<p>Vocabulary</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</p>	<p>Alphabet and phonic knowledge</p> <p>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)</p>	<p>Spelling</p> <p>Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)</p> <p>Recognise and know how to write most high frequency words including some homophones (ACELA1486)</p> <p>Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)</p>	
LITERATURE	<p>How texts reflect the context of culture and situation in which they are created</p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</p>	<p>Personal responses to the ideas, characters and viewpoints in texts</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p>	<p>Expressing preferences and evaluating texts</p> <p>Develop criteria for establishing personal preferences for literature (ACELT1598)</p>	<p>Features of literary texts</p> <p>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)</p>	<p>Language devices in literary texts, including figurative language</p> <p>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)</p>	<p>Creating literary texts</p> <p>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)</p>	<p>Experimentation and adaptation</p> <p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</p>
LITERACY	<p>Texts and the contexts in which they are used</p> <p>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</p>	<p>Listening and speaking interactions</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</p>	<p>Listening and speaking interactions</p> <p>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)</p>	<p>Oral presentations</p> <p>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</p>	<p>Purpose and audience</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</p>	<p>Reading processes</p> <p>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</p>	<p>Comprehension strategies</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</p>
	<p>Creating texts</p> <p>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)</p>	<p>Editing</p> <p>Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</p>	<p>Handwriting</p> <p>Write using joined letters that are clearly formed and consistent in size (ACELY1684)</p>	<p>Use of software</p> <p>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</p>			

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Mathematics						
Proficiency Strands	Understanding	Fluency	Problem Solving	Reasoning	The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.	
NUMBER AND ALGEBRA	Number and place value Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051) Recognise, model, represent and order numbers to at least 10 000 (ACMNA052) Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) Recognise and explain the connection between addition and subtraction (ACMNA054) Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055) Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056) Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)			Fractions and decimals Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058)	Money and financial mathematics Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)	Patterns and algebra Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)
MEASUREMENT AND GEOMETRY	Using units of measurement Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061) Tell time to the minute and investigate the relationship between units of time (ACMMG062)	Shape Make models of three-dimensional objects and describe key features (ACMMG063)	Location and transformation Create and interpret simple grid maps to show position and pathways (ACMMG065) Identify symmetry in the environment (ACMMG066)		Geometric reasoning Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)	
STATISTICS AND PROBABILITY	Chance Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)	Data representation and interpretation Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069) Interpret and compare data displays (ACMSP070)				
Science						
SCIENCE UNDERSTANDING	Biological sciences Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	Chemical sciences A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)	Earth and space sciences Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)	Physical sciences Heat can be produced in many ways and can move from one object to another (ACSSU049)		
SCIENCE AS A HUMAN ENDEAVOUR Y 3-4	Nature and development of science Science involves making predictions and describing patterns and relationships (ACSHE050)			Use and influence of science Science knowledge helps people to understand the effect of their actions (ACSHE051)		
SCIENCE INQUIRY SKILLS Y 3-4	Questioning and predicting With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS053)	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 SIS054) Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS055)	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 SIS057) Compare results with predictions, suggesting possible reasons for findings (AC SIS215)	Evaluating Reflect on investigations, including whether a test was fair or not (AC SIS058)	Communicating Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS060)	

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Humanities and Social Sciences					
KNOWLEDGE AND UNDERSTANDING	History The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062) 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) 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) 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)		Geography 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) The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067) The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068) 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)		Civics and citizenship The importance of making decisions democratically (ACHASSK070) Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) Why people participate within communities and how students can actively participate and contribute (ACHASSK072)
	Questioning Pose questions to investigate people, events, places and issues (ACHASSI052, ACHASSI073)	Researching Locate and collect information and data from different sources, including observations (ACHASSI053, ACHASSI074) 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, ACHASSI075) Sequence information about people's lives and events (ACHASSI055, ACHASSI076)	Analysing Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056, ACHASSI077) Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057, ACHASSI078)	Evaluating and reflecting Draw simple conclusions based on analysis of information and data (ACHASSI058, ACHASSI079) Interact with others with respect to share points of view (ACHASSI059, ACHASSI080) Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060, ACHASSI081)	Communicating Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061, ACHASSI082)
INQUIRY AND SKILLS Y 3-4					
The Arts					
	DANCE Y 3-4	DRAMA Y 3-4	MEDIA ARTS Y 3-4	MUSIC Y 3-4	VISUAL ARTS Y 3-4
<i>Exploring ideas and improvising with ways to represent ideas</i>	Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)	Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)	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)
<i>Developing understanding of practices</i>	Practise technical skills safely in fundamental movements (ACADAM006)	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)	Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)	Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085)	Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
<i>Sharing artworks through performance, presentation or display</i>	Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)	Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)	Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
<i>Responding to and interpreting artworks</i>	Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)	Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)	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)	Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)	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)

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Technologies			
	DIGITAL TECHNOLOGIES Y 3-4	DESIGN AND TECHNOLOGIES Y 3-4	
KNOWLEDGE AND UNDERSTANDING	<p>Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)</p> <p>Recognise different types of data and explore how the same data can be represented in different ways (ACTDIK008)</p>	<p>Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)</p> <p>Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)</p> <p>Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)</p> <p>Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)</p>	
PROCESSES AND PRODUCTION SKILLS	<p>Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)</p> <p>Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)</p> <p>Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)</p> <p>Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)</p> <p>Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)</p>	<p>Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)</p> <p>Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)</p> <p>Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016)</p> <p>Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)</p> <p>Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)</p>	
Health and Physical Education			
PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 3-4	<p>Being healthy, safe and active sub-strand</p> <p>Explore how success, challenge and failure strengthen identities (ACPPS033)</p> <p>Explore strategies to manage physical, social and emotional change (ACPPS034)</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</p> <p>Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</p>	<p>Communicating and interacting for health and wellbeing sub-strand</p> <p>Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)</p> <p>Investigate how emotional responses vary in depth and strength (ACPPS038)</p> <p>Discuss and interpret health information and messages in the media and internet (ACPPS039)</p>	<p>Contributing to health and active communities sub-strand</p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)</p> <p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)</p> <p>Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)</p>
MOVEMENT AND PHYSICAL ACTIVITY Y 3-4	<p>Moving our body sub-strand</p> <p>Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)</p> <p>Practise and apply movement concepts and strategies with and without equipment (ACPMP045)</p>	<p>Understanding movement sub-strand</p> <p>Examine the benefits of physical activity to health and wellbeing (ACPMP046)</p> <p>Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)</p> <p>Participate in physical activities from their own and other cultures (ACPMP108)</p>	<p>Learning through movement sub-strand</p> <p>Adopt inclusive practices when participating in physical activities (ACPMP048)</p> <p>Apply innovative and creative thinking in solving movement challenges (ACPMP049)</p> <p>Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)</p>
Languages			
	<p>See www.australiancurriculum.edu.au for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages</p>		