

Sanur Independent School

G3 Curriculum

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

Grade 3 Curriculum

English

Grade 3

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.

In Grades 3 and 4, students communicate 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 to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including 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.

Literary texts that support and extend students in Grades 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 present new content 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 range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Grade 3 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Grade 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 additional information. 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.

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 sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Grade 3 Content Descriptions

Language	Literature	Literacy
<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>Literature and context</p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</p>	<p>Texts in context</p> <p>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</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>Responding to literature</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p> <p>Develop criteria for establishing personal preferences for literature (ACELT1598)</p>	<p>Interacting with others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</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>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>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</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>Identify the features of online texts that enhance navigation (ACELA1790)</p>	<p>Examining literature</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>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>Interpreting, analysing, evaluating</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</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>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>Expressing and developing ideas</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>Creating literature</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</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</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>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>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</p> <p>Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485)</p> <p>Recognise high-----frequency sight words (ACELA1486)</p>	<p>(ACELT1601)</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>	<p>elements appropriate to the audience and purpose (ACELY1682)</p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</p> <p>Write using joined letters that are clearly formed and consistent in size (ACELY1684)</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>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Grade 3 Curriculum

Math

Grade 3

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.

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, creating and interpreting variations in the results of data collections and data displays

Grade 3 Achievement Standard

By the end of Grade 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 carry out simple data investigations for categorical variables

Grade 3 Content Descriptions

Number and Algebra	Measurement and Geometry	Statistics and Probability
<p data-bbox="118 383 576 427">Number and place value</p> <p data-bbox="118 439 576 573">Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)</p> <p data-bbox="118 584 576 685">Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)</p> <p data-bbox="118 696 576 831">Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)</p> <p data-bbox="118 842 576 943">Recognise and explain the connection between addition and subtraction (ACMNA054)</p> <p data-bbox="118 954 576 1133">Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)</p> <p data-bbox="118 1144 576 1245">Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)</p> <p data-bbox="118 1256 576 1435">Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)</p>	<p data-bbox="584 383 1042 427">Using units of measurement</p> <p data-bbox="584 439 1042 517">Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)</p> <p data-bbox="584 528 1042 629">Tell time to the minute and investigate the relationship between units of time (ACMMG062)</p>	<p data-bbox="1050 383 1505 427">Chance</p> <p data-bbox="1050 439 1505 539">Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)</p>
<p data-bbox="118 1507 576 1552">Fractions and decimals</p> <p data-bbox="118 1563 576 1664">Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058)</p>	<p data-bbox="584 1507 1042 1552">Location and transformation</p> <p data-bbox="584 1563 1042 1641">Make models of three-dimensional objects and describe key features (ACMMG065)</p> <p data-bbox="584 1653 1042 1731">Identify symmetry in the environment (ACMMG066)</p>	<p data-bbox="1050 1507 1505 1552">Data representation and interpretation</p> <p data-bbox="1050 1563 1505 1664">Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)</p> <p data-bbox="1050 1675 1505 1854">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)</p> <p data-bbox="1050 1865 1505 1944">Interpret and compare data displays (ACMSP070)</p>
<p data-bbox="118 2011 576 2054">Money and financial mathematics</p>	<p data-bbox="584 2011 1042 2054">Shape</p>	

<p>Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)</p>	<p>Make models of three-dimensional objects and describe key features (ACMMG063)</p>	
<p>Patterns and algebra</p> <p>Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)</p>	<p>Geometric reasoning</p> <p>Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)</p>	

Grade 3 Curriculum

Science

Grade 3

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/learning programs are decisions to be made by the teacher.

Over Grades 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. **In Grade 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

Grade 3 Achievement Standard

By the end of Grade 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.

Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas

Grade 3 Content Descriptions

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Biological sciences</p> <p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p>	<p>Nature and development of science</p> <p>Science involves making predictions and describing patterns and relationships (ACSHE050)</p>	<p>Questioning and predicting</p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (AC SIS053)</p>
<p>Chemical sciences</p> <p>A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)</p>	<p>Use and influence of science</p> <p>Science knowledge helps people to understand the effect of their actions (ACSHE051)</p>	<p>Planning and conducting</p> <p>Suggest ways to plan and conduct investigations to find answers to questions (AC SIS054)</p> <p>Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (AC SIS055)</p>
<p>Earth and space sciences</p> <p>Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)</p>		<p>Processing and analysing data and information</p> <p>Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS057)</p> <p>Compare results with predictions, suggesting possible reasons for findings (AC SIS215)</p>
<p>Physical sciences</p> <p>Heat can be produced in many ways and can move from one object to another (ACSSU049)</p>		<p>Evaluating</p> <p>Reflect on the investigation; including whether a test was fair or not (AC SIS058)</p>
		<p>Communicating</p> <p>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (AC SIS060)</p>

Grade 3 Curriculum

Geography

Grade 3

Places are both similar and different continues to develop students' understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different place to their own, and then think about their own and others' feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. Students' mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia's neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the scale of the local place.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Grade 3 are articulated below.

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people's feelings about places influence their views about the protection of places?

Grade 3 Achievement Standard

By the end of Grade 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.

Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

Grade 3 Content Descriptions

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<p>The representation of Australia as states and territories, and Australia’s major natural and human features (ACHGK014)</p> <p>The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)</p> <p>The location of Australia’s neighbouring countries and their diverse characteristics (ACHGK016)</p> <p>The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)</p> <p>The similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)</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 (ACHGK019)</p>	<p>Observing, questioning and planning</p> <p>Develop geographical questions to investigate (ACHGS019)</p> <p>Collecting, recording, evaluating and representing</p> <p>Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)</p> <p>Represent data by constructing tables and graphs (ACHGS021)</p> <p>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)</p>
	<p>Interpreting, analysing and concluding</p> <p>Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023)</p>
	<p>Communicating</p> <p>Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS024)</p>
	<p>Reflecting and responding</p> <p>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025)</p>

Grade 3 Curriculum

History

Grade 3

Community and Remembrance

The Grade 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge, and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Grade 3 Achievement Standard

By the end of Grade 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Grade 3 Content Descriptions

Historical Knowledge and Understanding	Historical Skills
Community and remembrance	Chronology, terms and concepts
<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)</p>	<p>Sequence historical people and events. (ACHHS065)</p> <p>Use historical terms (ACHHS066)</p>
<p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)</p>	<p>Historical questions and research</p> <p>Pose a range of questions about the past (ACHHS067)</p> <p>Identify sources (ACHHS215)</p>
<p>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</p>	<p>Analysis and use of sources</p> <p>Locate relevant information from sources provided (ACHHS068)</p>
<p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)</p>	<p>Perspectives and interpretations</p> <p>Identify different points of view (ACHHS069)</p>
<p>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)</p>	<p>Explanation and communication</p> <p>Develop texts, particularly narratives (ACHHS070)</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)</p>

Grade 3 Curriculum

Technologies – Design and Technologies

Grades 3 and 4

Grades 3 and 4 Band Description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Grade 4 students will have had the opportunity to create designed solutions at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.

In Grade 3 and 4 students develop a sense of self and ownership of their ideas and thinking about their peers and communities and as consumers. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment. They learn to reflect on their actions to refine their working and develop their decision-making skills. Students examine social and environmental sustainability implications of existing products and processes to raise awareness of their place in the world. They compare their predicted implications with real-world case studies including those from the Asia region, and recognise that designs and technologies can affect people and their environments. They become aware of the role of those working in design and technologies occupations and how they think about the way a product might change in the future.

Using a range of technologies including a variety of graphical representation techniques to communicate, students clarify and present ideas, for example by drawing annotated diagrams; modelling objects as three-dimensional images from different views by visualising rotating images and using materials. Students recognise techniques for documenting design and production ideas such as basic drawing symbols, and use simple flow diagrams.

Students become aware of the appropriate ways to manage their time and focus. With teacher guidance, they identify and list criteria for success including in relation to preferred futures and the major steps needed to complete a design task. They show an understanding of the importance of planning when designing solutions, in particular when collaborating. Students identify safety issues and learn to follow simple safety rules when producing designed solutions.

Grades 3 and 4 Achievement Standard

By the end of Grade 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solution

Grades 3 and 4 Content Descriptions

Design and Technologies Knowledge and Understanding	Design and Technologies Processes and Production Skills
<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>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>Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)</p>	<p>Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)</p>
<p>Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)</p>	<p>Select and use materials, components, tools and equipment using safe work practices to make designed solutions (ACTDEP016)</p>
<p>Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)</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>

Grade 3 Curriculum

Technologies – Digital Technologies

Grades 3 and 4

Grades 3 and 4 Band Description

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

By the end of Grade 4, students will have had opportunities to create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real world systems and simple guessing games.

In Grade 3 and 4, students explore digital systems in terms of their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation.

Using the concept of abstraction, students define simple problems using techniques such as summarising facts to deduce conclusions. They record simple solutions to problems through text and diagrams and develop their designing skills from initially following prepared algorithms to describing their own that support branching (choice of options) and user input. Their solutions are implemented using appropriate software including visual programming languages that use graphical elements rather than text instructions. They explain, in general terms, how their solutions meet specific needs and consider how society may use digital systems to meet needs in environmentally sustainable ways.

With teacher guidance, students identify and list the major steps needed to complete a task or project. When sharing ideas and communicating in online environments they develop an understanding of why it is important to consider the feelings of their audiences and apply safe practices and social protocols agreed by the class that demonstrate respectful behaviour.

Grades 3 and 4 Achievement Standard

By the end of Grade 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways.

Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used

Grades 3 and 4 Content Descriptions

Digital Technologies Knowledge and Understanding	Digital Technologies Processes and Production Skills
<p>Explore and use 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>Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)</p> <hr/> <p>Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)</p> <hr/> <p>Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)</p> <hr/> <p>Explain how developed solutions and existing information systems meet common personal, school or community needs, and envisage new ways of using them (ACTDIP012)</p> <hr/> <p>Work with others to plan the creation and communication of ideas and information safely, applying agreed ethical and social protocols (ACTDIP013)</p>

Grade 3 Curriculum

Health and Physical Education

Grades 3 and 4

Grades 3 and 4 Band Description

The Grade 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.

The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Grade 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Grade 3 and 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

The focus areas to be addressed in Grade 3 and 4 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- active play and minor games (AP)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)

rhythmic and expressive movement activities

Grades 3 and 4 Achievement Standard

By the end of Grade 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement

Grades 3 and 4 Content Descriptions

Personal, Social and Community Health	Movement and Physical Activity
<p data-bbox="129 454 456 483">Being healthy, safe and active</p> <p data-bbox="129 506 743 566">Examine how success, challenge and failure strengthen personal identities (ACPPS033)</p> <p data-bbox="129 629 679 689">Explore strategies to manage physical, social and emotional change (ACPPS034)</p> <p data-bbox="129 752 783 813">Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</p> <p data-bbox="129 875 746 936">Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</p>	<p data-bbox="826 454 1010 483">Moving our body</p> <p data-bbox="842 506 1485 566">Practise and refine fundamental movement skills in different movement situations (ACPMP043)</p> <p data-bbox="842 629 1426 689">Perform movement sequences which link fundamental movement skills (ACPMP044)</p> <p data-bbox="842 752 1426 813">Practise and apply movement concepts and strategies (ACPMP045)</p>
<p data-bbox="129 992 727 1021">Communicating and interacting for health and wellbeing</p> <p data-bbox="129 1043 775 1104">Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)</p> <p data-bbox="129 1167 735 1227">Investigate how emotional responses vary in depth and strength (ACPPS038)</p> <p data-bbox="129 1290 762 1350">Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)</p>	<p data-bbox="826 992 1106 1021">Understanding movement</p> <p data-bbox="842 1043 1414 1104">Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046)</p> <p data-bbox="842 1167 1449 1249">Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)</p>
<p data-bbox="129 1406 632 1435">Contributing to healthy and active communities</p> <p data-bbox="129 1458 775 1518">Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)</p> <p data-bbox="129 1581 775 1697">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 data-bbox="129 1760 767 1821">Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)</p>	<p data-bbox="826 1406 1134 1435">Learning through movement</p> <p data-bbox="842 1458 1430 1518">Adopt inclusive practices when participating in physical activities (ACPMP048)</p> <p data-bbox="842 1581 1477 1641">Apply innovative and creative thinking in solving movement challenges (ACPMP049)</p> <p data-bbox="842 1704 1449 1765">Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMP050)</p>

Grade 3 Curriculum

The Arts – Visual Arts

Grades 3 and 4

Grades 3 and 4 Band Description

In Grades 3 and 4, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates and teachers.

Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They explore and experiment with a greater diversity of materials, techniques and technologies. They further enhance their perceptual skills by observing closely the visual detail of the world around them and applying these observations through different practical applications of art making. Through observational, imaginative, cognitive and sensory investigations, students become more knowledgeable and discerning about their practices as a visual artist. They can determine and execute an individual approach to a theme or subject matter. They explore, predict outcomes, test and explain their experimentation. They use different physical and digital materials and techniques, technologies and processes in visual arts forms, such as painting, drawing, sculpture, design and digital media.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn about visual arts in their community. They also learn about visual arts from more distant locations that may be represented in their community. Students also explore different styles of art made by Aboriginal and Torres Strait Islander artists.

As they make and respond to visual artworks as artists and audiences, students explore visual representations based on their investigations of past histories, their heritage, and significant events and celebrations within their community. They make connections between their own artistic intentions and those of other artists, observing and identifying ideas and symbols used and adapted by artists in their artworks.

Students learn about safe visual arts practices. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.

Grades 3 and 4 Achievement Standard

By the end of Grade 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. 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.

Grades 3 and 4 Content Descriptions

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

Use materials, techniques and processes to explore visual conventions when making artworks

Present artworks and describe how they have used visual conventions to represent their ideas

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

In this band students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on:

Representation

Subject matter - such as past histories, heritage, significant events and community celebrations

Forms - drawing, design, painting, sculpture, printmaking, photography and film

Styles - figurative, realism, expressionistic, impressionistic and others

Techniques - photo-montage, weaving, block printing, digital imaging, wrapping, pottery and others

Visual conventions - identifying, using and interpreting a selection of design elements and design principles

Materials - understanding qualities and properties of a range of materials

Technologies - traditional and digital

Practices

Spaces - recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work

Skills

- investigative – researching, discovering and reinterpreting artworks from various viewpoints as artist and audience
- observational – seeing, noticing and viewing critically
- practical – use of visual arts materials, equipment and instruments

Processes

- investigating, determining, conceiving, experimenting, questioning, predicting, testing, evaluating, comparing, analysing, observing, identifying and connecting

Viewpoints

- contexts – recognising artists and artworks from the past, and from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia

Grade 3 Curriculum

The Arts – Music

Grades 3 and 4

Grades 3 and 4 Band Description

In Grades 3 and 4, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates and teachers.

Students extend their understanding of the elements of music as they develop their aural skills. They match pitch and show the direction of a tune with gesture or drawings. They recognise difference between notes moving by step and by leap. They recognise and discriminate between rhythm and beat.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about music in their community. They also learn about music from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander music uses rhythm, pitch, dynamics and form to share stories.

As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They explore social and cultural contexts of music. They make personal evaluations of their own and others' music.

Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the performance and respond to the music. They consider why and how audiences respond.

Years 3 and 4 Achievement Standard

By the end of Grade 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.

Students collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression..

Grades 3 and 4 Content Descriptions

Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns

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

Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume

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

In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

Elements of music

Rhythm

- simple metres , crotchet , crotchet rest , quaver , semiquaver
- dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied,
- ostinato, tempo changes (faster and slower)

Pitch

- pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff

Dynamics and expression

- very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached

Form

- question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms

Timbre

- recognising familiar instrumental timbres in isolation and combination

Texture

- combining two or more rhythmic or melodic patterns which occur simultaneously in different voices

Skills (including aural skills)

- matching pitch and showing the direction of a tune with gesture or drawings
- recognising the differences between notes moving by steps and leaps
- discriminating between rhythm and beat
- demonstrating beat and tempo changes
- matching and varying dynamics
- varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom
- taking on different roles in group music making, for example, accompaniment, lead
- using technology as a tool for music making and performance.

Grade 3 Curriculum

Indonesian Language

Australian Curriculum: English (Grade 3)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475) 	<p>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 additional information. 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.</p>
	Language for interaction	<ul style="list-style-type: none"> 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) Examine how evaluative language can be varied to be more or less forceful (ACELA1477) 	
	Text structure and organisation	<ul style="list-style-type: none"> 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) Understand that paragraphs are a key organisational feature of written texts (ACELA1479) Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) Identify the features of online texts that enhance navigation (ACELA1790) 	
	Expressing and developing ideas	<ul style="list-style-type: none"> 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) Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485) Recognise high frequency sight words (ACELA1486) 	
Literacy	Texts in context	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view (ACELY1675) 	<p>Writing</p> <p>Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They</p>
	Interacting with others	<ul style="list-style-type: none"> 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) 	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) 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) 	

SIS Curriculum.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

September 2014

Australian Curriculum: English (Grade 3)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Literature		<ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features (ACELY1680) 	<p>demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.</p> <p>Speaking and listening Students listen to others' views and respond appropriately. They 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. They 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.</p>
	Creating texts	<ul style="list-style-type: none"> 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) Reread 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) 	
	Literature and context	<ul style="list-style-type: none"> Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594) 	
	Responding to literature	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Create imaginative texts based on characters, settings and events from a 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) 	

SIS Curriculum.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.
September 2014

Australian Curriculum: English (Grade 3)

Sub-strands	Content Descriptions		Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
General Capabilities <ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Ethical behaviour • Personal and social capability • Intercultural understanding 	Cross-Curriculum Priorities <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability 	Notes:	

Australian Curriculum: Mathematics - (Grade 3)

Proficiencies		Examples in this year	Achievement Standard (organised by Strands)
Understanding		connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry	<p>Number and Algebra</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 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.</p> <p>Measurement and geometry</p> <p>Students identify symmetry in the environment. They</p>
Fluency		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		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		using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays	
Sub-strands		Content Descriptions	
Number and Algebra	Number and place value	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058) 	
	Real numbers		
	Money and financial mathematics	<ul style="list-style-type: none"> Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) 	
	Patterns and algebra	<ul style="list-style-type: none"> Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) 	

Australian Curriculum: Mathematics - (Grade 3)

	Linear and non-linear relationships		
Measurement and geometry	Using units of measurement	<ul style="list-style-type: none"> 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) 	<p>match positions on maps with given information. Students recognise angles in real situations. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects.</p> <p>Statistics and probability They interpret and compare data displays. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.</p>
	Shape	<ul style="list-style-type: none"> Make models of three-dimensional objects and describe key features (ACMMG063) 	
	Geometric reasoning	<ul style="list-style-type: none"> Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064) 	
	Location and transformation	<ul style="list-style-type: none"> Create and interpret simple grid maps to show position and pathways (ACMMG065) Identify symmetry in the environment (ACMMG066) 	
	Pythagoras and trigonometry		
Statistics and probability	Chance	<ul style="list-style-type: none"> Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067) 	
	Data representation and interpretation	<ul style="list-style-type: none"> 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) 	
General Capabilities <ul style="list-style-type: none"> Literacy Numeracy Information and communication technology (ICT) capability Critical and creative thinking Ethical behaviour Personal and social capability Intercultural understanding 		Cross-Curriculum Priorities <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander histories and cultures Asia and Australia’s engagement with Asia Sustainability 	Notes: