

Learning and assessment focus — By the end of Year 3

Study of Society & Environment

Students use their fascination with people and places to make sense of their world. They investigate societies and environments and develop an understanding of their relationships with other people and places. They identify values in everyday situations and local contexts. They see the place of social and environmental inquiry in people's work and community lives.

Students gain awareness of the history and diversity of lifestyles of Aboriginal people and Torres Strait Islander people throughout Australia.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop the ability to use inquiry processes to build understandings and make connections to their world. They communicate and share ideas using texts and terminology associated with social and environmental studies, and they individually and collaboratively use strategies to respond to community issues. They reflect on their learning and on their values in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within social and environmental contexts.

Health and Physical Education

Students use their enthusiasm for physical activity and curiosity about how the human body works, relationships and feelings to explore their health and wellbeing. They develop an understanding that health is influenced by simple everyday actions of people, and by environments. They see the place of health, physical activity and personal development in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, apply skills and take action to promote their own and others' health and wellbeing, movement capacities and personal development. They reflect on their learning and on the importance of health and physical education in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within health and physical education contexts.

The Arts

Students use their creativity, imagination and senses to express their ideas, experiences and feelings through Dance, Drama, Music, Media and Visual Art. They begin to develop their aesthetic understandings of arts elements and languages. They create their own arts works, and present and respond to their own and others' arts works, considering particular audiences and particular purposes. They see the place of the arts in people's work and community lives.

Students gain awareness of the diversity of Aboriginal and Torres Strait Islander artists, arts works and practices, and understand some of the protocols regarding Indigenous arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to relate the arts to their own experiences. They develop their interpretations of arts works and reflect on the creative process that has occurred, within one or across many arts disciplines.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, to create and present arts works, and to communicate decisions about their own arts practice and that of others.

Technology

Students use their imagination and creativity to make sense of the designed world as they investigate products used in everyday situations and identify how these meet needs and wants. They develop an understanding of characteristics of a range of resources (information, materials and/or systems). They gain an awareness of local Australian resources and how these have contributed to technology processes and products, in the past and present. They see the place of technology in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They work technologically, individually and collaboratively to develop creative responses to design situations. They explore the use of technology practice. They suggest and communicate design ideas based on their own experiences and investigations. They manipulate and process resources and consider what has worked well and what could be improved. They reflect on their learning and consider the uses and impacts of technology in familiar everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within technology contexts.

Learning and assessment focus — *By the end of Year 3*

Study of Society & Environment

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.

Health and Physical Education

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.

The Arts

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

Technology

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting.

Learning and assessment focus — By the end of Year 3

| Languages | | |
|--|---|--|
| Beginner | Elementary | Lower Intermediate |
| <p>Students use their existing understanding of language and culture to identify how languages are inextricably linked to cultures. They develop the skills needed to communicate in the target language, and to build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal and written features. They expand their understanding of their own languages, cultures and identities through engagement with and use of the target languages and cultures. They explore alternative ways of experiencing, acting in and viewing the world and understand the importance of bilingualism and multilingualism in contemporary society.</p> <p>Students learning Asian, European and other languages understand and appreciate the diversity expressed in languages and the influence of language on culture.</p> <p>Students learning Indigenous languages also understand that these languages, and their associated creoles and dialects, including Aboriginal Englishes, are important elements of Australia's Indigenous culture to be acknowledged by the broader community.</p> <p>Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They develop their ability to interpret and construct a small range of text types, using modelled and rehearsed language, in order to meet individual and social communication needs in well-known contexts with peers and familiar adults. They reflect on their learning and language choices in familiar contexts.</p> <p>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning to inquire, create and communicate in the target language.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • comprehending texts • composing texts • intercultural competence • reflecting. | <p>Students use their existing understandings of the target language and cultures to further explore societal views and norms, and how these are enacted in the functions, conventions and patterns of each language. They develop their repertoire of process skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the target language. They recognise the importance in contemporary society of learning additional languages and using intercultural skills.</p> <p>Students learning Asian, European and other languages expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.</p> <p>Students learning Indigenous languages also understand that Australian languages and cultures are diverse and are inclusive of Aboriginal languages and cultures, Torres Strait Islander languages and cultures, and their associated creoles and dialects, including Aboriginal Englishes.</p> <p>Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They explore a range of text types in the target language, noticing how communication needs and contextual challenges are responded to for different purposes and audiences, and they communicate in a range of controlled contexts on known topics, collaborating with peers. They reflect on their learning and language choices in relation to purpose, context and audience.</p> <p>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate in the target language.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • comprehending texts • composing texts • intercultural competence • reflecting. | <p>Students use their existing understandings about the target language and cultures to further develop their target language proficiency and intercultural competence to enable them to appropriately communicate in intercultural situations. They develop a deepening understanding of how culture is reflected in and constructed by language, and become more competent in using functions, conventions and structures in the target language. They begin to appreciate the complexities of cultures, particularly in relation to the less visible dimensions, and also their dynamic and flexible nature. They further develop their understanding of the role of proficiency in other languages in the contemporary world of work, intercultural contact and globalisation.</p> <p>Students learning Asian, European and other languages further expand their understanding and appreciation of cultural diversity expressed in languages and the influence of language on material and non-material elements of culture.</p> <p>Students learning Indigenous languages also have a well-developed understanding about Australia's linguistic and cultural diversity and that there are many active Aboriginal languages and cultures, Torres Strait Islander languages and cultures, and their associated creoles and dialects, including Aboriginal Englishes.</p> <p>Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They explore a wider range of text types in the target language, and develop proficiency and increasing confidence in using them. They also develop capacities to meet communication needs and resolve linguistic and intercultural challenges with increasing knowledge of purpose and audience, in formal and informal situations. They reflect on their learning and the appropriateness of language choices in target language texts.</p> <p>Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate in the target language.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • comprehending texts • composing texts • intercultural competence • reflecting. |