

Ways of working — By the end of Year 3

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

Study of Society & Environment	Health and Physical Education	The Arts	Technology
<p>Students are able to:</p> <ul style="list-style-type: none"> • pose questions for investigations • plan simple investigations based on questions • identify and collect information and evidence from narratives and familiar sources • make judgments about the usefulness of the information and evidence • draw conclusions and give explanations, using information and evidence • communicate social and environmental ideas, using texts and terminology to match audience and purpose • share ideas, and plan and enact responses to group or community issues • participate in group decision making to achieve goals • reflect on and identify values associated with fairness, protecting the environment and behaving peacefully • reflect on learning to identify new understandings. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • pose questions and plan simple activities and investigations • identify and collect information and evidence • draw conclusions and make decisions • propose and take action to promote health and wellbeing, movement capacities and personal development • apply fundamental movement skills when participating in physical activities • create and sequence simple movement patterns in response to stimuli • apply personal development skills when interacting with others • follow guidelines to apply safe practices • reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development • reflect on learning to identify new understandings. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages • create and shape arts works by combining arts elements to express personal ideas, feelings and experiences • practise arts works, using interpretive and technical skills • present arts works to familiar audiences, using arts techniques, skills and processes • follow guidelines to apply safe practices • respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages • reflect on learning to identify new understandings. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify the purpose for design ideas • generate simple ideas for designs • communicate major features of their designs, using 2D or 3D visual representations and words • select resources, simple techniques and tools to make products • plan and sequence main steps in production procedures • make products by following production procedures to manipulate and process resources • follow guidelines to apply safe practices • evaluate products and processes by identifying what worked well, what did not and ways to improve • reflect on the uses of technology and describe the impact in everyday situations • reflect on learning to identify new understandings.

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Languages		
Beginner	Elementary	Lower Intermediate
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify the purpose or main topic in simple spoken and written texts, using visual and verbal language • respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material • identify and use non-verbal communication strategies in familiar contexts • construct simple spoken and written texts in familiar contexts • notice and compare aspects of the target language and English and/or other familiar languages • notice and compare aspects of their own cultures and of the target cultures • reflect on and evaluate the suitability of language choices in familiar contexts • reflect on learning to identify new understandings and future applications. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used • interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences • recognise and use appropriate verbal and non-verbal language to support the development of communicative competence • select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback • construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register • notice and compare similarities and differences between the target language and English and/or other familiar languages • notice and compare their own beliefs, attitudes and practices and those reflected in the target culture • reflect on and evaluate the suitability of language choices for purpose, context and audience • reflect on learning, apply new understandings and identify future applications. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented • locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age • plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience • construct spoken and written texts that present an argument, perspective or opinion • recognise that texts are culturally constructed, and analyse embedded cultural information • notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication • notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience • reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience • reflect on and evaluate learning to evaluate and apply new understandings and future applications.