CURRICULUM AND ASSESSMENT OVERVIEW 2023

YEAR THREE

ENGLISH YEAR LEVEL DESCRIPTION

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 Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

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

ENGLISH ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)
By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Productive modes (speaking, writing and creating)
Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	**Unit 1** **Analysing and creating persuasive texts** In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience.	**Unit 2** **Investigating characters** In this unit students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel.	**Unit 3** **Exploring character and setting in texts** In this unit students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character.	**Unit 4** **Examining stories from different perspectives** In this unit students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.	**Unit 5** **Examining imaginative texts** In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience.	**Unit 6** **Reading, writing and performing poetry** In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning.
		4 weeks	**4 weeks**	**8 weeks**	**4 weeks**	**4 weeks**	**8 weeks**
	ASSESSMENT	**Summative task –** **Persuasive texts** Students examine ways persuasive language features are used to influence an audience.	**Summative task –** **Reading comprehension** Students comprehend literal and implied meaning in a text and identify and explain the author's use of language. **Summative task –** **Imaginative narrative** Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters.	**Summative task –** **Procedural presentation** Students create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something. **Summative task –** **Persuasive letter** Students write a letter to persuade a known audience.	**Summative task –** **Retelling a narrative from a different perspective** Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text. **Summative task –** **Comprehending traditional stories** Students read a traditional story and use comprehension strategies to infer meaning and evaluate the narrative.	**Summative task –** **Reading comprehension** Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text. **Summative task –** **Creating a multimodal text** Students create a multimodal imaginative text about overcoming a fear, using software.	**Summative task –** **Writing and presenting poetry** Students write and present an adaptation of a poem.

MATHEMATICS ACHIEVEMENT STANDARD

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.

MATHEMATICS — CURRICULUM KNOWLEDGE

SEMESTER ONE

Unit 1

Number and place value

- count to 1 000
- investigate the 2s, 3s, 5s and 10s number sequences
- identify odd and even numbers
- represent three-digit numbers compare and order three-digit numbers
- partition numbers (standard and non-standard place value partitioning)
- recall addition facts and related subtraction facts
- represent and solve addition problems
- add two-digit and single-digit numbers; subtract two-digit numbers.

Using units of measurement

- identify one metre as a standard metric unit
- represent a metre
- measure with metres
- measure, order and compare objects using familiar metric units of length, mass and capacity.

Patterns and algebra

- infer pattern rules from familiar number patterns
- identify and continue additive number patterns
- identify missing elements in number patterns.

Unit 2

Number and place value

- compare and order three-digit numbers
- partition three-digit numbers into place value parts
- investigate 1 000
- count to and beyond 1 000
- use place value to add and subtract numbers
- recall addition number facts
- add and subtract three-digit numbers
- add and subtract numbers eight and nine
- solve addition and subtraction word problems
- double and halve multiples of ten.

Measurement and Geometry

- identify and describe the features of familiar three-dimensional objects
- make models of three-dimensional objects.
- make models of three-dimensional objects
- identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.
- identify angles as measures of turn, compare angle sizes in everyday situations
- describe and identify examples of symmetry in the environment
- fold shapes and images to show symmetry
- classify shapes as symmetrical and nonsymmetric.
- represent symmetry, interpret simple maps and plans

SEMESTER TWO

Unit 3

Number and place value

- recall addition and related subtraction number facts
- use number facts to add and subtract larger numbers
- use part-part-whole thinking to interpret and solve addition and subtraction word problems
- add and subtract using a written place value strategy
- recall multiplication and related division facts
- multiply two-digit numbers by single-digit multipliers
- interpret and solve multiplication and division word problems.
- count collections of coins and notes
- make and match equivalent combinations
- calculate change from simple transactions
- solve a range of simple problems involving money
- represent money amounts in different ways
- compare values
- count collections of coins and notes accurately and efficiently
- choose appropriate coins and notes for shopping situations, calculate change and simple totals.
- count the change required for simple transactions to the nearest five cents.

Fractions and decimals

- describe fractions as equal portions or shares
- represent halves
- quarters and eighths of shapes and collections
- represent thirds of shapes and collections
- represent and compare unit fractions
- represent and compare unit fractions of shapes and collections
- represent familiar unit fractions symbolically
- solve simple problems involving halves, thirds, quarters and eighths.
- identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections)
- record fractions symbolically, recognise key equivalent fractions
- solve simple problems involving fractions.

Measurement and Geometry

- tell time to five-minute intervals.
- represent time to the minute on digital and analogue clocks
- telling time to five minutes and minute
- transfer knowledge of time to real-life contexts.

Unit 3

Number and place value

- Recognise, model, represent and order numbers to at least 10 000
- placing four-digit numbers on a number line using an appropriate scale
- reproducing numbers in words using their numerical representations and vice versa
- apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- recognising that 10 000 equals 10 thousands, 100 hundreds, 1000 tens and 10 000 ones
- justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations

Statistics and probability

- describe the outcomes of chance experiments
- identify variations in the results of chance experiments.
- conduct chance experiments
- make predictions based on data displays.
- collect simple data
- record data in lists and tables
- display data in a column graph
- interpret and describe outcomes of data investigations.
- identify questions of interest based on one categorical variable
- gather data relevant to a question
- organise and represent data
- interpret data displays

Measurement and Geometry

- represent positions on a simple grid map
- show full, half and quarter turns on a grid map
- describe positions in relation to key features
- represent movement and pathways on a simple grid map.

	ASSESSMENT	**Summative task – Representing, adding and subtracting numbers** To recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers. **Summative task – Patterning and connecting addition and subtraction** To investigate the conditions required for a number to be odd or even and describe, continue and create number patterns. **Summative task – Measuring length, mass and capacity using metric units** To use metric units to measure and compare length, mass and capacity.	**Summative task – Adding, Subtracting and partitioning numbers** To recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers. **Summative task -** To make a model of a three-dimensional object and describe key features. **Summative task -** To recognise angles in real situations.	**Summative task – Telling time to the nearest minute** To tell time to the nearest minute and solve problems involving time. **Summative task – Representing multiplication** To recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions. **Summative task - Money** To represent money values in various ways and correctly count change from financial transactions.	**Summative task – Interpreting grid maps** To match positions on maps with given information. **Summative task – Conducting a simple chance experiment** To collect and interpret data from simple chance experiments. **Summative task -** Investigating numbers to 10 000

SCIENCE ACHIEVEMENT STANDARD

By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOLWDGE	**Biological Science – Is it Living?** In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students will understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	**Earth and Space Science** In this unit students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. Students will represent their data in tables and simple column graphs to identify patterns and explain their results. They will identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students will explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They will create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	**Physical Science - What's the Matter?** In this unit students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They will evaluate how adding or removing heat energy affects materials used in everyday life. They will conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students will describe how science investigations can be used to answer questions. They will recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.	**Chemical Science – Hot Stuff** In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements. They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.
	ASSESSMENT	**Summative task –** To group living things based on observable features and distinguish them from non-living things.	**Summative task –** To explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.	**Summative task –** To conduct an investigation about liquids and solids changing state when heat is added or taken away. To make a prediction, record observations and suggest reasons for findings. To describe how safety and fairness were considered.	**Summative task –** To conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.

HUMANTIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOLWDGE	**Our unique communities** In this unit students: • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.	**Exploring places near and far** *How and why are places similar and different?* In this unit, students: • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • explain the role of rules in their community and share their views on an issue related to rule-making • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.
	ASSESSMENT	**Summative task - Our unique communities** Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?	**Summative task – Exploring places near and far** Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.

HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, 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 apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOLWDGE	**Good Friends** Students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.	**Feeling Safe** Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.	**Healthy Futures** Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.	**I am Healthy and Active** Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.
	ASSESSMENT	**Summative task –** Students recognise strategies for managing change and identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others.	**Summative task –** Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.	**Summative task –** Students investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting.	**Summative task –** Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students understand the benefits of being healthy and physically active.

		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOLWDGE	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • demonstrate acceleration and deceleration of movement in physical activities • test alternative responses to movement challenges and predicting the success or effectiveness of each • pose questions to others as a strategy for solving movement challenges • perform routines incorporating different jumping techniques and connecting movements • explore center of gravity and stability as they perform balance activities • perform fundamental movement skills to demonstrate weight transference in different physical activities	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences • use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy • draw on prior knowledge to solve movement challenges • explore and practicing different techniques to propel objects towards a target • perform tumbling routines using rolling actions, incline, weight transfer, flight and balances • explore center of gravity and stability as they perform balance activities • use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • participate in children's games from other cultures • use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy • work cooperatively with team members to maintain possession in a game by passing to other players and listening to teammate • explore and practicing different techniques to propel objects towards a target • plan and perform strategies to be successful in tag and dodge games • demonstrate movement concepts and strategies to create scoring opportunities • perform activities where locomotor and object control skills are combined to complete a movement, task or challenge • participate in physical activities which require problem-solving to achieve a goal	Students will: • discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences • modify physical activities to ensure that everyone is included, such as changing equipment, rules or playing space • transfer and applying skills to solve movement challenges • coordinate kicking with arm movements to move the body through the water • use a surface dive and propelling the body underwater to recover an object • demonstrate movement concepts and strategies to create scoring opportunities • use different equipment to create an original game or movement challenge • participate in physical activities which require problem-solving to achieve a goal
	ASSESSMENT	**Summative task –** Students practise and refine fundamental movement skills to perform skills in a Gym Fun Rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences.	**Summative task –** In this unit, students develop the fundamental movement skills of running, jumping and throwing. Students: explore and develop running, jumping and throwing, rolling techniques in a variety of situations and refine running, jumping and throwing techniques in athletics-based games and to solve challenges	**Summative task –** In this unit, students perform the refined fundamental movement skills of throwing, bouncing and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.	**Summative task –** Students complete a Water Safety rotation developed from their Water Safe Schools Curriculum Competencies according to their Year level. Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.

TECHNOLOGIES ACHIEVEMENT STANDARD

Design and Technologies

By the end of Year 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 solutions.

Digital Technologies

By the end of Year 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.

		SEMESTER ONE DIGITAL TECHNOLOGIES	SEMESTER TWO DESIGN AND TECHNOLOGIES

TECHNOLOGIES	CURRICULUM KNOLWDGE	**What digital systems do you use?**
		Students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will:
		• identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
		• define simple problems and identify needs
		• develop technical skills in using a visual programming language to create a digital solution
		• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
		• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
		• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs
		• develop skills in computational and systems thinking when solving simple problems and creating solutions.
			What's for lunch?
			In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.
			They will explore how people in different times developed food and fibre technologies to meet human needs.
			Students will apply these processes and production skills:
			• investigating by:
			  ○ exploring traditional food and fibre production and food technologies
			  ○ identifying contemporary and emerging technologies for growing food and fibre and preparing foods
			• generating, developing, and communicating design ideas for:
			  ○ a food product
			• producing by working safely with tools and materials to create a food product
			• evaluating design ideas and processes for the product
			• collaborating as well as working individually throughout the design and production
			• managing by sequencing production steps.

	ASSESSMENT	**Summative task –** Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.	**Summative task – Portfolio** Students design and make a lunch item that includes modern and traditional technologies.

THE ARTS ACHIEVEMENT STANDARD

Dance

By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose.

Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.

Drama

By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama.

Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.

Media Arts

By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.

Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

Music

By the end of Year 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 and playing instruments with accurate pitch, rhythm and expression.

Visual Arts

By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.

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.

		SEMESTER ONE	SEMESTER TWO
THE ARTS	CURRICULUM KNOLWDGE	**Content was covered in 2022.**	**Tiny Worlds** Students will explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.
	ASSESSMENT		**Summative task -** Tiny worlds: Collection of work Assessment will gather evidence of the student's ability to: • collaborate to plan and make artworks that are inspired by artworks they experience use visual conventions, techniques and processes to communicate their ideas • explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
MUSIC	CURRICULUM KNOLWDGE	**Let's Celebrate, Let's Remember** In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.	**Music in a Suitcase** In this unit, students will learn and discuss how Australians come from many different places. Iconic world music group Mara! will inspire students to listen to and understand each other by sharing music from a diverse array of cultures. Integrating music and dance, Music in my Suitcase gives students the opportunity to explore Australian history and share their own languages in the classroom and during the concert.	**Instruments of The Orchestra** **The Composer is Dead** In this unit, students will listen to the mystery story about a composer and the different sections of the orchestra. The students will learn about the sections, the instruments and how they sound and solve the who done it.	**Musical Characters** In this unit, students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superhero's, television programs, cartoons and their characters, animals and their songs, sound effects.
	ASSESSMENT	**Summative task -** Perform a celebration song by singing and playing instruments together. Describe and discuss the music you listen too used for special occasions – Mairi's Wedding Chicken in the Fence Post – write out the rhythm and keep the beat. In a group perform an ostinato.	**Summative task -** Celebrate Your Culture - Música Viva Learn about different ways of celebrating in culture festivals from around the world. To perform and respond to music from other cultures and reflect.	**Summative task -** Investigate and respond to instruments of the orchestra – different eras different instruments. Complete listening exam, identify instrument and analyse instrument family through The Composer is Dead story	**Summative task -** Respond to and analyze music you listen to by describing and discussing. Two contrasting pieces. Darth Vader's Theme and The Swan through completion of listening task sheet

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
LANGUAGES	CURRICULUM KNOLWDGE	**Introduction to Japan** In Term 1, Year 3 students will be focussing upon basic introductions to Japan and greetings. They will be learning systems of language and script, and classroom instructions. Students will also focus on words for classroom, numbers and colours.	**Japanese Culture** In Term 2, Year 3 students will be learning about different modes of transport in Japan. They will also be learning about festivals and sports that form a large part of Japanese culture.	**Japanese Research Project** In Term 3, Year 3 students choose a topic of interest learnt during the first 2 terms on Japanese introductions or Japanese culture to research and then present using basic Japanese.	**What build a good team** In term 4, students in Year 3 will study and be assessed on a unit called 'What Builds a Good Team'. The assessment is a work in progress but so far looks like the one attached. It involves students creating their own boardgame and interacting in Japanese
	ASSESSMENT			Out and about: Collection of work - listening, analysing, speaking Students identify specific items of information when listening to texts. Students demonstrate understanding of communication in Japanese by participating in a simulated shopping experience	To interact with the teacher and peers in structured interactions. To translate simple texts. The assessment is in two parts; • **Part A** – Participate in games (speaking — communicating task). • **Part B** – Translate and reflect on language used in games (writing, reflecting).