



	Achievement Standard	Teaching and Learning	Assessment
English	<p><b>Receptive modes (listening, reading and viewing)</b></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.</p>	<ul style="list-style-type: none"> <li>Find out how to write a paragraph including a topic sentence and a concluding sentence.</li> <li>Explore texts and topics to develop opinions and arguments.</li> <li>Go further to identify and use language features linked to persuasive texts.</li> </ul>	<p><b>Persuasive Paragraphs</b></p> <p><b>Purpose of assessment:</b> Learners will write a variety of persuasive paragraphs throughout this inquiry to persuade a familiar audience. Learners will use information, ideas and events in texts they have read as evidence to support their opinion as well as their own experiences.</p>
	<p>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.</p> <p><b>Productive modes (speaking, writing and creating)</b></p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>Tune into how to make an effective presentation as a communicator.</li> <li>Explore and sort out what vocal effects are needed for a formal presentation.</li> <li>Find out how to create a presentation with a clear sequence for their audience.</li> <li>Taking action to present their paragraph to their classmates.</li> </ul>	<p><b>Proposal Presentation</b></p> <p><b>Purpose of assessment:</b> Learners deliver a persuasive presentation to convince their classmates.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Math</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 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.</p> <p>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.</p>	<p><b>Number and place value</b>-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, single-digit and three-digit numbers subtract two-digit and three-digit numbers represent multiplication solve simple problems involving multiplication recall multiplication number facts</p> <p><b>Using units of measurement</b>-tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres.</p> <p><b>Chance</b>-conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments.</p> <p><b>Data representation and interpretation</b>-collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.</p>	<p><b>Representing, adding and subtracting numbers</b></p> <p><b>Purpose of assessment:</b> To recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.</p> <p><b>Conducting a Chance Experiment</b></p> <p><b>Purpose of assessment:</b> To collect and interpret data from simple chance experiments.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>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.</p> <p>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.</p>	<p><b>How can we decide if something is living or non-living?</b></p> <ul style="list-style-type: none"> <li>● Inquire into – <i>What makes something living?</i></li> <li>● Explore the characteristics and distinguishable features of living things.</li> <li>● Make conclusions about the characteristics of living things and use evidence to construct a simple argument.</li> <li>● Take it further to compare and contrast groups of animals – <i>how are their observable features the same and different?</i></li> </ul>	<p><b>Biological Science: Living or Non-Living?</b></p> <p><b>Purpose of assessment:</b> To group living things based on observable features and distinguish them from non-living things.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>HASS</b></p>	<p>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.</p> <p>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.</p>	<p><b>Who should rule and why?</b></p> <ul style="list-style-type: none"> <li>● Explore democratic decision-making and make connections to why we have classroom rules.</li> </ul> <p><b>What makes a great community?</b></p> <ul style="list-style-type: none"> <li>● Inquire into - <i>How do others contribute to my community and how can I contribute to my community?</i></li> <li>● Make conclusions about how they can contribute to their community using evidence and compare their conclusions to their peers.</li> <li>● Take it further by presenting their conclusions with their peers.</li> </ul>	<p><b>Civics and Citizenship</b></p> <p><b>Purpose of assessment:</b> Learners will explore rules in the classroom and how decisions can be made fairly and democratically. They will explore communities in their local area and how and why people contribute to these communities. Learners will create a proposal for how their peers can participate in their community including why with consideration to their peers' point of view.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>HPE</b></p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Explore the impact of positive social interaction on self-identity.</li> <li>● Investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities.</li> <li>● Explore how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.</li> <li>● Reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</li> </ul>	<p><b>Good friends – Assessed Term 2</b></p> <p><b>Purpose of Assessment:</b> To recognise strategies for managing change and identify influences that strengthen identity. To investigate how emotional responses vary and understand how to interact positively with others. <b>Music</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>The Arts</b></p>	<p>By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond.</p> <p>They discuss how they and others organise the elements and processes in artworks. Students collaborate to plan and make artworks that communicate ideas</p>	<ul style="list-style-type: none"> <li>● Identify songs that move in groups of 2 or 4 beats</li> <li>● Perform a repeated rhythmic ostinato</li> <li>● Identify steps and skips between known solfa notes</li> <li>● Identify the form of known songs and label same and different phrases</li> <li>● Explore instruments of the strings and brass families</li> <li>● Use expressive elements to describe features of known songs</li> </ul>	<p><b>The Arts: Music – To be assessed in Semester 2</b></p> <p><b>Purpose of Assessment:</b> Learners perform known song with a repeated ostinato pattern. Learners create a written response to and analysis of known and unknown repertoire.</p>



Technologies	<p>By the end of Year 4, students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used.</p> <p>Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms. They plan a sequence of steps (algorithms) to create solutions, including visual programs. Students plan and safely produce designed solutions for each of the prescribed technologies contexts. They use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes. Students use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.</p>	<ul style="list-style-type: none"> <li>● Explore how they can interact with digital systems through the use of peripheral devices.</li> <li>● Identify hardware, software, and peripheral components of every day digital systems including a Pro-Bot – an interactive robotic car.</li> <li>● Design algorithms (sequences of steps) that execute pre-defined tasks, allowing the Pro-Bot to drive in and trace various geometric shapes.</li> </ul>	<p><b>Technologies: STEAM – To be assessed in Semester 2</b></p> <p><b>Purpose of Assessment:</b> Design a sequence of steps to program a Pro-Bot to draw a pre-defined shape. Read and follow a given set of instructions to draw a shape from pre-defined instructions. Identify the properties of a device that make it a Digital System including their hardware/peripheral devices, software, and purpose.</p>
French	<p>By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as Qu'est-ce que c'est? and Qu'est-ce que tu fais? They share simple ideas and information, express positive and negative feelings (for example, Je suis très contente; Je n'aime pas la pluie) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (for example, Je suis australien et italien; J'habite à Brisbane; Je vais partir demain). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as et and mais, and prepositions such as sous, sur and devant. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, une petite maison, les grands chiens).</p> <p>Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as r and u and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as menu, mousse) and English words used in French (such as le weekend, stop!). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.</p>	<ul style="list-style-type: none"> <li>● Explore and share information about aspects of their personal spaces (such as their bedrooms)</li> <li>● Tune in to and engage with a range of texts about homes in French-speaking countries</li> <li>● Fine out and discuss and describe aspects of housing</li> <li>● Analyse and understand the systems of language relating to French pronunciation and sentence structure</li> <li>● Participate in intercultural experiences to notice, compare and reflect on language and culture associated with French homes.</li> </ul>	<p><b>My place, your place – Assessed Term 2</b></p> <p><b>Purpose of Assessment:</b> To compose simple texts using modelled sentence structures and familiar vocabulary. To use metalanguage for talking about language and learning.</p>

