Year 3 Achievement Standards

Religion	At Standard, students formulate questions and gather information about God who Christians believe is loving, merciful and the Creator of all things. They identify the Christian belief that God's love and mercy is reflected in the Person of Jesus, the Son of God. Students recall how God creates all people with a conscience to make loving and merciful choices. Students use the Bible to identify how Jesus was sent to help people develop their consciences. They recount Gospel stories about the life and teachings of Jesus and explain how such stories are signs of God's love and mercy. Students retell stories about Mary, the Mother of Jesus and John the Baptist who chose to be faithful to God. They also identify how the Church honours these people. Students identify the role of the Church as helping people to learn about the Gospels and giving witness to the Gospel message. They provide examples of how the Church guides and supports the development of people's consciences to give witness. Students identify the Church as a religious community that worships God through the Eucharist and further nurtures people's relationships with God and one another, through prayer, the Sacrament of Penance and other liturgies.
English	**Reading and Viewing** Students listen to, read, view and comprehend texts, recognising their purpose and audience. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They read with fluency and phrasing, and use comprehension strategies to build literal and implied meaning, connecting ideas in different parts of a text. They describe how stories are developed through characters, settings and/or events. They identify how texts are structured and presented. They describe the language features of texts, topic-specific vocabulary and literary devices, and how visual features extend meaning. **Writing and Creating** Students understand how language can be used to express feelings and opinions on topics. They create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments for audiences, relating ideas, including relevant details from learnt topics, topics of interest or texts. They use text structures, including simple paragraphs, and language features, compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell high-frequency words and multisyllabic words with less common letter patterns using phonic and morphemic knowledge. **Speaking and Listening** Students interact with others, and listen to and create spoken and/or multimodal texts, including stories. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They relate ideas; express opinions, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features, including topic-specific vocabulary, and/or visual features and features of voice.

Mathematics	**Number and Algebra** At Standard, students count to and from 10 000. They classify numbers as either odd or even. Students recall addition and multiplication facts for single-digit numbers. They recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. Students model and represent unit fractions. They represent money values in various ways. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. **Measurement and Geometry** Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. They match positions on maps with given information. Students identify symmetry in the environment. They recognise angles in real situations. **Statistics and Probability** Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables. Students interpret and compare data displays.
Science	**Science Understanding** At Standard, students use their understanding of the rotation of Earth, the behaviour of heat and its effect on materials to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. **Science as a Human Endeavour** Students describe how they can use science investigations to respond to questions. **Science Inquiry Skills** 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. Students describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.
Humanities and Social Sciences	At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action. Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups, and identify the benefits to both the individual and the community. Students map and locate various boundaries and natural features that define Australia. They describe the diverse characteristics of Australia's neighbouring countries, and identify different climatic zones of the world. Students identify simple interconnections between people and places, and describe how people's perceptions of places are influenced. Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.

The Arts- Music	At Standard, students improvise and organise rhythm patterns in simple time signatures, with some errors. They usually recognise the difference between duple and triple time, and use graphic and/or standard rhythmic notation, with some errors. Students improvise and generally sing and play pentatonic pitch patterns in tune. They identify and incorporate tempo and some dynamics when composing and performing, using some symbols or terminology. Students select appropriate instruments or sound sources to represent parts of their compositions, and identify some forms and structural sections. They generally sing and play classroom instruments in tune, with mostly correct timing and technique, incorporating some dynamics. Students listen and respond to music, and provide a link between the use of a specific element of music to a particular context, mood or character. They identify some instruments and associate music with a particular place, occasion or context.
The Arts- Visual Arts	At Standard, students apply their ideas, skills and techniques to making artwork. They replicate aspects of artwork from other cultures. Students apply simple, familiar ideas when using visual art elements and different materials in artwork. When producing artwork, they manipulate shapes, use a variety of lines, colours and textures, and organise space. Students create artwork, experimenting with a range of techniques. Students identify artwork from other cultures, making literal observations about its meaning. They use some visual art terminology in the identification of visual art elements used in artwork.
Design and Technologies	At Standard, students identify roles people in design and technology have in the community and explore design development processes of products, services and environments. In Engineering principles and systems, students observe and recognise ways applied forces and properties of materials affect the behaviour of objects. In Food and fibre production, students identify equipment and simple processes used in food and fibre production from a range of environments, cultures or time periods. In Materials and technologies specialisations, students select and safely use suitable materials, tools and equipment to create design solutions. With all Design and Technology contexts, students create a sequence of steps to solve a given task. They develop and communicate ideas using labelled drawings and appropriate technical terms. Students select and safely use appropriate components with given equipment to make a solution. They use criteria to evaluate design processes and solutions developed. Students work independently, or collaboratively to plan, safely create and communicate sequenced steps.
Digital Technologies	At Standard, students explore and recognise some differences and the purpose of digital systems and peripheral devices and present data in a variety of ways. Students develop ideas with sequenced steps (algorithms) and branching, using simple software to collect and present data. They work with others to create and communicate ideas and information. In Digital Technologies, students create sequenced steps (algorithms) to solve a given digital task. They develop and communicate ideas using labelled drawings and appropriate technical terms. Students select and safely use appropriate components with given equipment to make a solution. They use criteria to evaluate design processes and solutions developed. Students work independently, or collaboratively, to plan, safely create and communicate sequenced steps.
Health Education	Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education	Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair.
Auslan (Languages)	By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or … RIGHT PRO1? They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN-$_{\text{that direction}}$. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan. Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and involves both visible and invisible elements.