Australian CURRICULUM Review

PRIMARY CURRICULUM VIEW

ALL LEARNING AREAS

Years 3–4

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

acara

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PRIMARY CURRICULUM VIEW – AUSTRALIAN CURRICULUM: ALL LEARNING AREAS YEARS 3–4

This document provides the Years 3-4 achievement standards and content descriptions for the eight learning areas. The content descriptions are organised by strands and sub-strands (where appropriate).

Key

	Strand
	Sub-strand

English Year 3

Achievement standard
By the end of Year 3, students contribute to class and group discussions, taking turns and sharing ideas. They discuss how authors select language and text features to develop ideas. They use vocal effects to engage the listener and support their understanding. They listen for sound devices in texts and identify how these shape meaning. They use learned vocabulary and relevant ideas and details in structured spoken and multimodal texts that may be imaginative, informative or persuasive. They fluently read texts that contain varied sentence structures, subject-specific and/or technical vocabulary and multimodal features. They use phonics, morphemic knowledge and word knowledge to read less common, multisyllabic words. They explain literal and inferred meaning, connecting and comparing ideas within and across texts they read and view. They create written and/or multimodal imaginative, informative and persuasive texts with control of text structures. They introduce and develop ideas by building on sentences and using sentence structures and punctuation in paragraphs. They use language features, and learning area–specific and/or technical vocabulary. They use knowledge of letter–sound relationships, including consonant and vowel clusters and high-frequency words, to spell words accurately. They edit their writing. They write texts using letters that are accurately formed and consistent in size.
Language
English as a language that varies and changes
understand that languages have different written visual and tactile communication systems, different oral traditions and different ways of constructing meaning (AC9E3L01)
Language for interacting with others
understand that cooperation with others depends on shared understanding of social conventions, including turn-taking patterns, that vary according to the degree of formality in social situations (AC9E3L02)
understand how evaluative language including adjectives, adverbs and modal verbs can be varied to be more or less forceful (AC9E3L03)
Text structure and organisation
understand how and why authors vary text structures and language features such as tense and types of sentences in imaginative, informative and persuasive texts depending on purpose and audience (AC9E3L04)
understand that paragraphs are a key organisational feature of written texts, grouping related information together, and can be made cohesive through pronoun referencing (AC9E3L05)

understand how the language and structural features of print, screen and online texts enhance navigation (AC9E3L06)
Language for expressing and developing ideas
understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree (AC9E3L07)
understand how verbs represent different processes, for doing, feeling, thinking, saying and relating, and that these processes are anchored in time through tense (AC9E3L08)
identify the effect on audiences of techniques, for example shot type, vertical camera angle and layout in picture books, advertisements and film segments (AC9E3L09)
extend learning area–specific and technical vocabulary and doing, feeling, thinking, saying and relating verbs to express processes, and adverbs to qualify statements (AC9E3L10)
understand that apostrophes are used to show singular possession and that apostrophes also signal missing letters and contractions, which are a feature of informal language (AC9E3L11)
Phonics and word knowledge
continue to apply knowledge about phonological and phonemic awareness when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words (AC9E3L12)
understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (AC9E3L13)
understand how to apply knowledge of common base words and prefixes and suffixes to read and comprehend new multimorphemic words (AC9E3L14)
understand how to use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words (AC9E3L15)
recognise and know how to write most high-frequency words including some homophones (AC9E3L16)
know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (AC9E3L17)
Literature
Appreciating literature and contexts
discuss how characters, events and settings are portrayed in a range of cultural contexts in texts created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E3LE01)
Engaging with and responding to literature
discuss connections between personal experiences, ideas and viewpoints in literary texts and share personal preferences (AC9E3LE02)
Examining literature
discuss how an author's use of language to portray characters and settings in texts shapes the events and influences the mood of the narrative (AC9E3LE03)
discuss the effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (AC9E3LE04)
Creating literature
use and adapt language features, plot structures, images and ideas encountered in literary texts from a range of cultures to create imaginative texts (AC9E3LE05)

Literacy
Texts in context
identify the perspective in a text and suggest alternative points of view (AC9E3LY01)
Interacting with others
use interaction skills, including listening and speaking skills, to contribute to conversations and discussions to share information and ideas, and negotiate by communicating in a clear and coherent manner (AC9E3LY02)
Analysing, interpreting and evaluating
identify the audience and purpose of imaginative, informative and persuasive texts through their use of vocabulary and language features (AC9E3LY03)
read an increasing range of different types of texts by using phonic knowledge and combining contextual, semantic and grammatical knowledge, using text processing strategies, for example monitoring, predicting, confirming, re-reading, reading on and self-correcting (AC9E3LY04)
use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (AC9E3LY05)
Creating texts
plan, create, draft and publish imaginative, informative and persuasive texts, demonstrating increasing control over text structures and language features, and selecting print and multimodal elements appropriate to the audience and purpose (AC9E3LY06)
plan, create, rehearse and deliver short oral and/or multimodal presentations, providing key details in a logically organised way, for different purposes and audiences, using everyday and learned vocabulary, and vocal effects (AC9E3LY07)
re-read and edit their own texts and the texts of others for meaning, structure, grammar, spelling and punctuation (AC9E3LY08)
write using joined letters that are clearly formed and consistent in size (AC9E3LY09)

English Year 4

Achievement standard
By the end of Year 4, students can listen for key ideas, facts, opinions and feelings. They discuss how authors of a range of texts select language features to express ideas and engage audiences. They use vocal effects to deliver oral and/or multimodal presentations that may be imaginative, informative or persuasive and are appropriately structured for different purposes and audiences. They fluently read a range of texts that include varied sentence structures and unfamiliar vocabulary, including multisyllabic and multimorphemic words. They determine main and supporting ideas in texts they have read or viewed and identify evidence and reasons, and how these are organised to influence an audience. They compare how similar ideas, information, characters and events are represented in different texts. They explain inferences, using references to the text, and to make predictions. They create imaginative, informative and persuasive written and multimodal texts using paragraphs that develop, link and elaborate on ideas. They use language features including vocabulary, sentence structures and punctuation. They create texts that show understanding of how images and detail can be used to extend key ideas. They correctly spell a range of words with irregular spelling patterns. They edit their writing.
Language
English as a language that varies and changes
understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (AC9E4L01)
Language for interacting with others
understand that respectful social interactions influence the way people engage with ideas and respond to others (AC9E4L02)
understand the differences between the subjective language of opinion and feeling and the objective language of factual reporting (AC9E4L03)
Text structure and organisation
understand how texts vary in complexity and technicality depending on the approach to the topic, the author's choice of language and the purpose and audience (AC9E4L04)
understand how texts can be made cohesive through the use of linking devices such as connectives (AC9E4L05)
understand how features of print, digital and online texts including navigation links, graphics and layout enhance readability (AC9E4L06)
Language for expressing and developing ideas
understand that clauses can be joined with conjunctions to create complex sentences showing relationships, for example of time, and cause and effect (AC9E4L07)
investigate how quoted (direct) and reported (indirect) speech work in different types of text (AC9E4L08)
understand that the meaning of sentences is influenced by tense and can also be influenced by noun groups/phrases, verb groups, adverb groups/phrases and prepositional phrases (AC9E4L09)
explore the effect of framing and placing elements in an image and the salience of composition of still and moving images in a range of texts (AC9E4L10)
understand and use new vocabulary, drawn from a range of sources, including research (AC9E4L11)

understand the function of punctuation, including apostrophes in plural possessives, and quotation marks to signal dialogue, quoted (direct) speech and titles of some types of texts (AC9E4L12)
Phonics and word knowledge
understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (AC9E4L13)
understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4L14)
read and write high-frequency words including homophones and know how to use context to identify correct spelling (AC9E4L15)
Literature
Appreciating literature and contexts
discuss the ways similar storylines, ideas and relationships are represented in literary texts by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E4LE01)
Engaging with and responding to literature
use metalanguage to describe the effects of text structures and language features in literary texts when responding and sharing opinions (AC9E4LE02)
Examining literature
discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions (AC9E4LE03)
examine how authors use a range of language devices and deliberate word play in a range of literary texts, including poetry, to shape meaning (AC9E4LE04)
Creating literature
use, adapt or experiment with characters, settings, plot structures and ideas encountered in texts to create literary texts based on students' reading, imagining or experiences (AC9E4LE05)
Literacy
Texts in context
compare language features, images, layout, content and vocabulary between contemporary print, digital and online texts and older texts (AC9E4LY01)
Interacting with others
listen for key points and information and contribute to discussions, acknowledging another's perspective, linking their response to the topic and sharing and extending ideas, speaking in a clear coherent manner (AC9E4LY02)
Analysing, interpreting and evaluating
identify characteristic features used in imaginative, informative and persuasive texts and discuss how they achieve the purpose of the text (AC9E4LY03)
read different types of texts using phonic knowledge and combining contextual, semantic and grammatical knowledge, and monitor meaning by cross checking and reviewing (AC9E4LY04)
use comprehension strategies when listening, viewing and reading to build literal and inferred meaning, to expand content knowledge, to integrate and link ideas, and to understand texts (AC9E4LY05)

Creating texts
plan, create, draft and publish imaginative, informative and persuasive texts, integrating learned content and supporting details, and demonstrating increasing control over text structures and language features, for a range of purposes and audiences (AC9E4LY06)
plan, create, rehearse and deliver a range of structured and coherent oral and/or multimodal presentations for different audiences and purposes, with integrated learned content, and a range of vocal effects for clarity (AC9E4LY07)
re-read and edit texts to strengthen meaning by adding, deleting or moving words or word groups to clarify content and structure (AC9E4LY08)
write using clearly formed joined letters, and develop increased fluency and automaticity (AC9E4LY09)

Mathematics Year 3

Achievement standard
By the end of Year 3 students apply an understanding of place value and the structure of numbers when partitioning, rearranging, regrouping and renaming numbers to at least 10 000 in different ways. They use addition and subtraction as inverse operations. Students establish and use single-digit addition and related subtraction facts to construct equivalent number sentences and to develop additive strategies for modelling and solving problems involving two-digit and three-digit numbers. They round numbers to make estimates for financial and other calculations. Students model situations and solve problems involving single-digit multiplication and division using diagrams, equal groups and arrays. They apply part-whole understanding to represent unit fractions and their multiples in different ways. Students identify, create and continue patterns formed by multiplying or dividing by two. They create and use algorithms to investigate the properties of odd and even numbers and to identify patterns and develop facts for single-digit multiplication of two, three, five and ten. Students use known measurements of familiar items to compare and make estimates and use familiar metric units when measuring attributes of objects and events. They identify angles as measures of turn. Students communicate estimates and measures of duration using formal units of time. They identify key features of objects and connect them to how the objects are used and classified. Students create two-dimensional representations of environments that show the positions of objects relative to each other. They identify and describe line symmetry in the environment. Students communicate with reasons, results and conclusions from guided statistical investigations involving categorical and discrete numerical data. Students record, represent and compare collected data using appropriate methods. Students identify all possible outcomes of chance events and report on variation observed when chance events are repeated.
Number
represent, read, write, rename and order natural numbers to at least 10 000 using naming and writing conventions for larger numbers and relate these representations to place value in the base 10 number system (AC9M3N01)
apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist in calculations when solving problems (AC9M3N02)
round natural numbers to the nearest multiple of five or ten to make estimates for financial transactions and to solve other practical problems (AC9M3N03)
recognise and use different models to represent the unit fractions $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and their multiples. Combine fractions with the same denominator to complete the whole using part-whole understanding (AC9M3N04)
model situations and solve problems (including representing money in different ways) involving addition and subtraction of two-digit and three-digit numbers, applying knowledge of partitioning, place value and basic facts. Explain results in terms of the situation (AC9M3N05)
model situations (including financial contexts) and solve problems involving multiplication and division using diagrams, equal groups and arrays. Represent the situation as a number sentence and solve using digital tools where appropriate. Explain the results in terms of the situation (AC9M3N06)

Algebra
identify, continue and create extended number sequences formed by doubling and halving using technology to assist where appropriate. Identify and describe emerging patterns (AC9M3A01)
recognise and explain the connection between addition and subtraction as inverse operations and apply to partition numbers when generating equivalent number sentences (AC9M3A02)
recognise and explain patterns in basic addition facts up to 10 + 10 and related subtraction facts. Extend apply these patterns to develop efficient mental strategies for computation with larger numbers (AC9M3A03)
describe, follow and create algorithms involving a sequence of steps and decisions to investigate numbers including odd and even numbers and multiples of 2, 3, 5 and 10 using computational thinking to recognise, describe and explain emerging patterns (AC9M3A04)
Measurement
measure, order and compare objects using familiar metric units of length, mass and capacity to solve practical problems (AC9M3M01)
recognise which metric units are used to measure everyday items and use known measures and related units as a benchmark to make, improve and check the reasonableness of estimates (AC9M3M02)
communicate estimates and measures of duration using formal units including days, hours, minutes and seconds (AC9M3M03)
identify angles as measures of turn such as a right angle (quarter turn) and compare angle sizes in everyday situations (AC9M3M04)
Space
analyse, classify and make models of objects, identifying key features and explaining why these features make them suited to their uses (AC9M3SP01)
create, use and interpret models of familiar environments positioning representations of key landmarks and objects relative to each other (AC9M3SP02)
identify line symmetry in the environment, using terms such as vertical, horizontal and diagonal to describe the lines (AC9M3SP03)
Statistics
acquire categorical or discrete numerical data by observing, collecting and accessing existing data sets. Record and represent it using appropriate methods (including frequency tables and spreadsheets) and use total frequencies to compare data (AC9M3ST01)
interpret and compare various displays using software to construct graphs where appropriate. Interpret, describe and explain them in the context they represent (AC9M3ST02)
use the statistical investigation process to conduct guided statistical investigations involving the collection of categorical or discrete numerical data with respect to contexts and problems of interest (AC9M3ST03)
Probability
conduct chance experiments, involving repetitions of an activity, experiment or game. List and describe the set of all possible outcomes, recognising and recording variation in results using digital tools as appropriate (AC9M3P01)

Mathematics Year 4

Achievement standard
By the end of Year 4, students use their understanding of the structure of place value to efficiently multiply natural numbers by multiples of 10, and to represent tenths and hundredths in decimal form. They model situations, including financial contexts, and use addition and multiplication facts to add and subtract four-digit numbers and multiply and divide numbers efficiently. Students develop and use rounding and estimation strategies to reason and determine whether results are reasonable. They identify patterns in the multiplication facts and use their knowledge of these patterns in efficient strategies for mental calculations. Students solve problems using the properties of odd and even numbers. They locate common fractions on a number line and use fraction notation and other representations to demonstrate equivalence within families of fractions. Students identify and explain emerging patterns in sequences involving multiples and generated by algorithms using computational approaches and digital tools. They use the properties of operations and the structure of numbers to find unknown values in equivalent number sentences involving addition and subtraction. Students use common scaled instruments to measure length, mass, capacity and temperature, using units that are appropriate for purpose. They measure and approximate the perimeter of shapes and enclosed boundaries and use square units to measure and approximate area. Students convert between units of time when solving problems involving duration. They compare angles relative to a right or straight angle and use formal angle names to communicate their results. Students apply spatial reasoning to model more complex shapes and objects with simpler ones. They create, use and interpret grid reference maps as two-dimensional representations of objects and spaces. Students identify rotational symmetry in plane shapes and create symmetrical patterns. They use surveys and other means to generate categorical data in statistical investigations and communicate their findings in the context of the data. Students create displays, including column graphs and many-to-one pictographs, to represent and show the spread and variability of a data set. They assess the suitability of displays for representing data and discuss the shape of data distributions and the variation in data. Students use experience and the results of experiments to order the likelihood of the outcomes of chance events and identify whether events are independent or dependent.
Number
recognise, explain and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name, rename and represent decimal numbers (AC9M4N01)
recognise the multiplicative relationship between the place value of digits and apply to solve problems involving multiplying or dividing natural numbers by multiples of ten (AC9M4N02)
use estimation and rounding to check and explain the reasonableness of solutions to problems (including purchases and the calculation of change to the nearest five cents) by recalling and applying number facts and rounding results of calculations where appropriate (AC9M4N03)
apply the properties of odd and even numbers when solving problems (AC9M4N04)
recognise the relationships between families of fractions (halves, quarters and eighths; fifths and tenths; thirds, sixths and twelfths) including equivalence. Use different representations (including fraction notation) to designate parts of a whole (AC9M4N05)

count by fractions (including quarters, halves, thirds and mixed numerals). Locate and represent these fractions on number lines (AC9M4N06)
model situations (including financial contexts) and solve problems involving addition and subtraction of numbers to at least 10 000, by formulating expressions and choosing efficient strategies, including digital tools where appropriate. Justify choices and explain results in terms of the situation (AC9M4N07)
model situations (including financial contexts) and solve problems involving multiplication and division where there is no remainder, using diagrams, arrays and number sentences choosing efficient strategies and using digital tools where appropriate. Explain results in terms of the situation (AC9M4N08)
Algebra
continue and create extended number sequences involving multiples of 3, 4, 6, 7, 8, and 9 using technology to assist where appropriate. Identify and explain emerging patterns (AC9M4A01)
find unknown values in equivalent number sentences applying an understanding of associative and commutative properties of addition and the inverse property of addition and subtraction (AC9M4A02)
recognise, recall and explain patterns in basic multiplication facts up to 10 x 10 and related division facts. Extend and apply these patterns to develop increasingly efficient mental strategies for computation with larger numbers (AC9M4A03)
describe, follow and create algorithms that generate a sequence of numbers resulting from performing multiplication and use computational thinking to recognise, describe and explain emerging patterns (AC9M4A04)
Measurement
use scaled instruments and appropriate units to measure and compare attributes of length, mass, capacity and temperature and solve practical problems (AC9M4M01)
recognise ways of measuring and use appropriate units to measure and approximate the perimeter of shapes and enclosed spaces (AC9M4M02)
recognise and describe area as a measure of two-dimensional space and use square units to measure and approximate the area of regular and irregular shapes (AC9M4M03)
solve everyday problems involving the duration of time including situations involving references to ‘am’ and ‘pm’ and conversions between units of time (AC9M4M04)
estimate, compare and describe angles using angle names where appropriate (including acute, obtuse, straight angle, reflex and revolution) and their relationships to a right angle (AC9M4M05)
Space
use combinations of shapes and objects to make or approximate more complex shapes and objects in the environment (AC9M4SP01)
create and interpret grid maps using grid references and directions to locate and describe positions and pathways (AC9M4SP02)

recognise rotational symmetry of shapes and create symmetrical patterns, and pictures using dynamic geometric software where appropriate (AC9M4SP03)
Statistics
construct, interpret and compare many-to-one pictographs, column graphs and other displays or visualisations suited to the data set(s) using software to construct graphs where appropriate and identify and discuss the information that has been created (AC9M4ST01)
evaluate the effectiveness of different displays or visualisations in illustrating and comparing features of data distributions. Discuss and communicate the shape of the distribution and variation in the data (AC9M4ST02)
plan and conduct statistical investigations, collecting and recording categorical data through survey responses and other means using digital tools (including spreadsheets) as appropriate. Interpret, compare and communicate findings within the context of the investigation (AC9M4ST03)
Probability
Use experience and experiments to order chance events based on their likelihoods of occurring (AC9M4P01)
explore the relationships between outcomes in games and other chance situations and identify whether the chance of one outcome occurring will or will not be affected by the occurrence of other outcome(s) (AC9M4P02)

Science Year 3

Achievement standard
By the end of Year 3 students identify key processes in the water cycle and describe how water is cycled through the environment. They identify sources of heat energy and predict temperature changes as a result of heat transfer. They classify solids, liquids and gases based on observable properties and describe how to cause a change of state. They explain why data and evidence are important in science inquiry and describe an everyday solution that reflects science knowledge. Students pose questions and make predictions to explore cause-and effect-relationships. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds to show relationships and patterns. They compare their findings with those of others, consider the fairness of the investigation, identify further questions and draw conclusions. They show awareness of purpose when communicating ideas and findings.
Science understanding
Earth and space sciences
investigate sources of water and key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation (AC9S3U01)
Physical sciences
investigate sources of heat energy and temperature changes when heat energy is transferred from one object to another (AC9S3U02)
Chemical sciences
investigate the observable properties of solids, liquids and gases and how adding or removing heat energy changes the state of water (AC9S3U03)
Science as a human endeavour*
Nature and development of science
investigate how scientists use data and evidence to develop explanations, and how scientists share scientific knowledge (AC9S4H01)
Use and influence of science
investigate how scientific knowledge helps people to meet a need or solve a problem (AC9S4H02)
Science inquiry**
Questioning and predicting
pose questions and make predictions to explore observed patterns or relationships (AC9S4I01)
Planning and conducting
use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment (AC9S4I02)
follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital technologies as appropriate (AC9S4I03)
Processing, modelling and analysing
construct and use representations including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns (AC9S4I04)

Evaluating
compare findings with those of others, identify questions for further investigation and draw conclusions (AC9S4I05)
Communicating
create multimodal texts to communicate findings and ideas for identified audiences, using digital technologies as appropriate (AC9S4I06)

* The *Science as a human endeavour* strand is the same in Year 3 and Year 4.

** The *Science inquiry* strand is the same in Year 3 and Year 4.

Science Year 4

Achievement standard
By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify frictional, gravitational and magnetic forces and represent the effect of forces on interactions between objects. They describe key processes that change Earth's surface and identify factors that impact change. They relate the uses of materials to their physical properties. They explain the role of evidence in developing explanations and identify different ways scientific knowledge is shared. They describe a science-based design and the needs it meets. Students pose questions and make predictions to explore patterns and cause-and-effect relationships. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They organise data and information to show relationships and patterns. They compare their findings with those of others, analyse the fairness of the investigation, identify further questions for investigation and draw conclusions. They show awareness of audience and purpose when communicating ideas and findings.
Science understanding
Biological sciences
investigate the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01)
Earth and space sciences
investigate how physical weathering, erosion and deposition cause slow or rapid change to Earth's surface and the factors that can impact erosion in local environments (AC9S4U02)
Physical sciences
investigate how forces can be exerted by one object on another and how frictional, gravitational and magnetic forces can affect the motion of objects (AC9S4U03)
Chemical sciences
investigate the properties of materials including fibres, metals, ceramics, glass and plastics and how these properties influence their use (AC9S4U04)
Science as a human endeavour*
Nature and development of science
investigate how scientists use data and evidence to develop explanations, and how scientists share scientific knowledge (AC9S4H01)
Use and influence of science
investigate how scientific knowledge helps people to meet a need or solve a problem (AC9S4H02)
Science inquiry**
Questioning and predicting
pose questions and make predictions to explore observed patterns or relationships (AC9S4I01)
Planning and conducting
use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment (AC9S4I02)
follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital technologies as appropriate (AC9S4I03)

Processing, modelling and analysing
construct and use representations including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns (AC9S4I04)
Evaluating
compare findings with those of others, identify questions for further investigation and draw conclusions (AC9S4I05)
Communicating
create multimodal texts to communicate findings and ideas for identified audiences, using digital technologies as appropriate (AC9S4I06)

* The *Science as a human endeavour* strand is the same in Year 3 and Year 4.

** The *Science inquiry* strand is the same in Year 3 and Year 4.

Humanities and Social Sciences (HASS) Year 3

Achievement standard
By the end of Year 3, students describe the contributions of individuals, the causes and effects of continuity and change in their community, and how significant celebrations, commemorations and symbols contribute to identity and diversity. They identify the interconnections between people and places with diverse characteristics, how places are represented, and the nature and distribution of climate types. Students explain how citizens contribute in their community, the role of rules and the importance of making decisions democratically. Students pose questions that consider identified disciplinary concepts and locate and collect information and data from sources to answer these questions. They record and represent information and data in different formats, including sequencing information in chronological order on annotated timelines and creating labelled maps. They examine, interpret, analyse and evaluate information and data to identify a point of view, describe distributions and draw conclusions They propose actions in response to an issue or challenge. Students communicate ideas, findings and conclusions in oral, visual and written forms using discipline-specific conventions and terms.
Knowledge and understanding
History
How the community has changed and remained the same over time, the causes and effects of those changes, and how people of diverse backgrounds have contributed (AC9HS3K01)
The importance to identity and diversity of significant days and weeks celebrated or commemorated in Australia, including Australia Day, ANZAC Day and National Sorry Day, and those from around the world that are observed by a range of people in Australia (AC9HS3K02)
The importance of symbols and emblems to identity and diversity (AC9HS3K03)
Geography
The ways in which different First Nations Peoples of Australia are interconnected with Country/Place (AC9HS3K04)
The representations of contemporary Australia, including as states and territories, First Nations Australia prior to colonization, including the locations of each neighbouring country (AC9HS3K05)
The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features, types of settlement, demographic characteristics and the lives of the people who live there (AC9HS3K06)
The features and distribution of the main climate types of the world and the similarities and differences between the climates of different places (AC9HS3K07)
Civics and Citizenship
The importance of making decisions democratically (AC9HS3K08)
Who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed (AC9HS3K09)
Why people participate as citizens within communities and how students can actively participate and contribute (AC9HS3K10)
Skills* **
Questioning and researching
pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)
locate and collect information and data from a range of sources (AC9HS4S02)

record, sort and represent information and data, including that related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)
sequence information about people's lives and events using discipline-appropriate conventions (AC9HS4S04)
Interpreting, analysing and evaluating data and information
examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)
interpret information and data displayed in different formats to identify and describe distributions and patterns (AC9HS4S06)
analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)
Concluding and decision-making
develop evidence-based conclusions (AC9HS4S08)
propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)
Communicating
present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)

*** The *Skills* strand is the same in Year 3 and Year 4.

Humanities and Social Sciences (HASS) Year 4

Achievement standard
By the end of Year 4, students identify the causes, effects and significance of events on continuity and change to places and the lives, experiences and practices of people. Students describe relative location, the diverse characteristics of spaces, the interconnections between people and places and their influence on resource usage. Students identify different views and the roles of local government and citizens on sustainability issues. They recognize the importance of laws in society and factors that shape a person's identity and belonging. Students develop questions for investigation that consider identified disciplinary concepts and locate and collect information and data from different sources to answer these questions. They sort, record and represent information and data in different formats, including sequencing information with reference to key dates on annotated timelines and creating large-scale maps. They examine, interpret, analyse and evaluate information and data to distinguish between facts and opinions, detect points of view, describe distributions and patterns and draw conclusions. They propose actions in response to an issue or challenge that consider points of view and possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.
Knowledge and understanding
History
The diversity of Nations within both the First Peoples of Australia and the First Nations People of the Torres Strait region of Australia and their respective social organisation structures and continuous connections with Country/Place (AC9HS4K01)
The significance of trade to First Nations People of Australia, including trade with groups outside Australia (AC9HS4K02)
The causes for the establishment of the first British colony in Australia in 1788 (AC9HS4K03)
The significant events and experiences of groups and individuals on the journey of the First Fleet and following their arrival (AC9HS4K04)
The effects of contact with other people on First Nations People of Australia and Places, following the arrival of the First Fleet and how this was perceived by the First Nations Australians as an invasion (AC9HS4K05)
Geography
The location of a range of countries in South America and Africa in relation to Australia and the main characteristics of spaces on those continents (AC9HS4K06)
The custodial responsibility First Nations People of Australia have for Country/Place, and how this influences views about sustainable resource allocation and development strategies (AC9HS4K07)
Civics and Citizenship
The roles of local government and local citizens, including those related to sustainable choices around resources in areas such as waste management, land use and environmental protection of local places (AC9HS4K08)
The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people (AC9HS4K09)
The diversity of cultural, religious and/or social groups to which they and others in the community belong and their importance to identity (AC9HS4K10)

Skills* **
Questioning and researching
pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)
locate and collect information and data from a range of sources (AC9HS4S02)
record, sort and represent information and data, including that related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)
sequence information about people's lives and events using discipline-appropriate conventions (AC9HS4S04)
Interpreting, analysing and evaluating data and information
examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)
interpret information and data displayed in different formats to identify and describe distributions and patterns (AC9HS4S06)
analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)
Concluding and decision-making
develop evidence-based conclusions (AC9HS4S08)
propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)
Communicating
present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)

*** The *Skills* strand is the same in Year 3 and Year 4.

Technologies – Design and Technologies Years 3–4

Achievement standard – Design and Technologies
By the end of Year 4 students describe how people design products, services and environments to meet the needs of people and consider sustainability. For each of the two prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students evaluate ideas against criteria for success. They use models and drawings including annotations and symbols to plan, sequence and communicate steps in design and production. Students use technologies and techniques to safely produce designed solutions.
Achievement standard – learning area
By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability, and use computational thinking to create scaffolded digital solutions. They recognise different types of data and identify how they are transmitted by digital systems. For each of the two prescribed technologies contexts they describe the features of technologies and create designed solutions. Students evaluate ideas against identified criteria for success. They define problems and identify opportunities, then design and implement solutions using algorithms and visual programming that involve decision-making, repetition and user input. Students use models and drawings including annotations and symbols to plan, sequence and communicate major steps in design and production. They use technologies and techniques to safely produce solutions. Students use passphrases and agreed behaviours to safely access and explore digital systems, tools and online or networked environments independently and with others.
Knowledge and understanding
Technologies and society
describe design and technologies occupations and explore factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)
Technologies contexts – By the end of Year 4 students will have had the opportunity to create designed solutions at least once in each of the two combined technologies contexts.
Technologies contexts – Engineering principles and systems and Materials and technologies specialisations
describe how forces and the properties of materials affect function in a product or system (AC9TDE4K02)
Technologies contexts – Food and fibre production and Food specialisations
describe the ways of producing food and fibre (AC9TDE4K03)
describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)
Processes and production skills
Investigating and defining
explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01)
Generating and designing
generate, develop and communicate design ideas and decisions using technical terms and graphical representation techniques (AC9TDE4P02)
Producing and implementing
select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)

Evaluating
develop criteria for success including care for the environment to evaluate design ideas and solutions (AC9TDE4P04)
Collaborating and managing
sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

Technologies – Digital Technologies Years 3–4

Achievement standard – Digital Technologies
By the end of Year 4 students use computational thinking to create scaffolded digital solutions. They recognise different types of data and identify how they are transmitted by digital systems. They use passphrases and agreed behaviours to safely access and explore digital systems, tools and online or networked environments independently and with others. They define problems and identify opportunities, then design and implement solutions using algorithms and visual programming that involve decision-making, repetition and user input. Students evaluate their solutions against design criteria.
Achievement standard – Learning area
By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability, and use computational thinking to create scaffolded digital solutions. They recognise different types of data and identify how they are transmitted by digital systems. For each of the two prescribed technologies contexts they describe the features of technologies and create designed solutions. Students evaluate ideas against identified criteria for success. They define problems and identify opportunities, then design and implement solutions using algorithms and visual programming that involve decision-making, repetition and user input. Students use models and drawings including annotations and symbols to plan, sequence and communicate major steps in design and production. They use technologies and techniques to safely produce solutions. Students use passphrases and agreed behaviours to safely access and explore digital systems, tools and online or networked environments independently and with others.
Knowledge and understanding
Digital systems
explore and describe a range of digital systems and their peripherals for a variety of purposes (AC9TDI4K01)
explore transmitting different types of data between digital systems (AC9TDI4K02)
Data representation
recognise different types of data and explore how the same data can be represented differently depending on the purpose (AC9TDI4K03)
Processes and production skills
Investigating and defining
define problems with given design criteria and by co-creating user stories (AC9TDI4P01)
Generating and designing
follow and describe algorithms involving sequencing, comparison operators (branching), and iteration (AC9TDI4P02)
generate, communicate and compare designs (AC9TDI4P03)
Producing and implementing
implement simple algorithms as visual programs involving control structures, variables and user input (AC9TDI4P04)
Evaluating
discuss how existing and student solutions satisfy the design criteria and user stories (AC9TDI4P05)

Collaborating and managing
create, locate and edit content and communicate with others selecting and using common tools and their core functionality and following agreed conventions to name files (AC9TDI4P06)
share information and collaborate with others demonstrating agreed behaviours, guided by trusted adults (AC9TDI4P07)
Considering privacy and security
access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess (AC9TDI4P08)
identify what personal data is stored and shared in their online accounts and discuss any associated risks (AC9TDI4P09)

Health and Physical Education Years 3–4

Achievement standard
By the end of Year 4, students identify influences that strengthen identities and explain how emotional responses vary. They describe strategies used to manage changes and transitions. They select and apply personal and social skills and other strategies to interact respectfully and cooperate with others. Students interpret health messages and use decision-making skills to select and apply strategies that help them stay safe, healthy and active. They apply fundamental movement skills and adapt movement concepts and strategies to new movement situations. They examine factors that influence participation in physical activity across their local community and propose strategies to incorporate regular physical activity into their own lives.
Personal, social and community health
Identities and change
investigate how success, challenge and failure strengthen identities in a range of contexts (AC9HP4P01)
plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience (AC9HP4P02)
Interacting with others
describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP4P03)
describe and implement strategies to value diversity in a range of settings (AC9HP4P04)
explain how and why emotional responses can vary and practise strategies they can use to regulate their emotions (AC9HP4P05)
Making healthy, safe and active choices.
apply protective behaviours and help-seeking strategies in a range of situations (AC9HP4P06)
interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours (AC9HP4P07)
investigate and apply health-enhancing behaviours that contribute to their own and others' health, safety and wellbeing (AC9HP4P08)
Movement and physical activity
Moving our body
refine and apply fundamental movement skills in new movement situations (AC9HP4M01)
apply and adapt movement concepts and strategies to enhance performance (AC9HP4M02)
Understanding movement
combine elements of effort, space, time, objects and people in different movement situations (AC9HP4M03)
propose and apply strategies to incorporate the recommended levels of physical activity into their lives (AC9HP4M04)

Learning through movement
participate in physical activity in natural settings and outdoor spaces to examine factors that can influence their own and others' involvement (AC9HP4M05)
apply creative thinking in solving movement problems (AC9HP4M06)
apply rules and scoring systems when participating in or designing physical activities (AC9HP4M07)
perform a range of roles in a respectful way to achieve successful outcomes in movement settings (AC9HP4M08)

The Arts – Dance Years 3–4

Achievement standard – Dance
By the end of Year 4, students discuss and describe the use of the elements of dance to communicate ideas and meanings in dances created for different purposes. Students demonstrate fundamental movement skills and safe dance practice when practising, creating and performing dance. They use the elements of dance and choreographic devices to structure dance sequences
Achievement standard – learning area
By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places. Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences.
Exploring and connecting
explore and describe the ways that dance is created for a range of purposes and communicates ideas to audiences (AC9ADA4E01)
describe how First Nations Australians use cultural expressions to communicate their connection to and responsibility for Country/Place, Culture and People (AC9ADA4E02)
Developing skills, practice and ideas
develop skills in moving safely and expressively through improvisation and fundamental movements (AC9ADA4P01)
Creating
use the elements of dance and choreographic devices to improvise and structure dance sequences (AC9ADA4C01)
Sharing and communicating
practise and perform dances that communicate intentions and share ideas about the dances (AC9ADA4S01)

The Arts – Drama Years 3–4

Achievement standard - Drama
By the end of Year 4 students describe ways drama practitioners can communicate with audiences. They describe how the elements of drama can be used to communicate ideas and meanings. Students use the elements of drama when improvising and performing. They collaborate to plan, make and perform drama that communicates ideas and meanings.
Achievement standard – learning area
By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places. Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences
Exploring and connecting
explore and describe the ways that drama communicates ideas and meanings to audiences (AC9ADR4E01)
describe and identify how First Nations Australians use cultural expressions to communicate connection to, and responsibility for, Country/Place, Culture and People (AC9ADR4E02)
Developing skills, practice and ideas
use the elements of drama and improvisation to explore ideas for dramatic action (AC9ADR4P01)
Creating
devise and shape drama using the elements of drama to communicate ideas and understandings (AC9ADR4C01)
Sharing and communicating
present drama in informal contexts and share ideas about the drama (AC9ADR4S01)

The Arts – Media Arts Years 3–4

Achievement standard – Media Arts
By the end of Year 4, students discuss the use of media languages and technologies to construct representations and communicate ideas and understandings about people, places and events. Students use media languages and technologies to construct media arts works. They develop production skills and share their work with audiences using responsible media practice.
Achievement standard – learning area
By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places. Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences
Exploring and connecting
describe the use of media arts story principles in media arts works that are created for different purposes (AC9AMA4E01)
describe the ways that First Nations Australians use cultural expressions to communicate their connection to and responsibility for Country/Place, Culture and People (AC9AMA4E02)
Developing skills, practice and ideas
experiment with shaping ideas by combining media conventions using media arts technologies and story principles (AC9AMA4P01)
Creating
use media technologies and media conventions to manipulate images, sounds and text to create media arts works that communicate intended meanings (AC9AMA4C01)
Sharing and communicating
employ responsible media practice when sharing media arts works and communicating with specific audiences (AC9AMA4S01)

The Arts – Music Years 3–4

Achievement standard – Music
By the end of Year 4 students describe use of the elements of music when listening, composing and performing. They describe how music communicates ideas, meaning and feelings. Students improvise and experiment with manipulating elements of music to create specific effects. They compose and document music. They demonstrate technical and expressive skills when they sing and play music they have learnt and composed
Achievement standard – learning area
By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places. Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences
Exploring and connecting
explore and describe how music created for different purposes and contexts communicates meaning for audiences (AC9AMU4E01)
describe how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place, Culture and People (AC9AMU4E02)
Developing skills, practice and ideas
use listening skills and experiment with ways to manipulate the elements of music using voice and instruments to achieve intended effects (AC9AMU4P01)
Creating
trial options to interpret the elements of music when learning music for performance; compose music that communicates ideas and intentions (AC9AMU4C01)
Sharing and communicating
sing and play music for audiences in informal settings and share ideas about the music being performed (AC9AMU4S01)

The Arts – Visual Arts Years 3–4

Achievement standard – Visual Arts
By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places. Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences.
Achievement standard – learning area
By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places. Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences
Exploring and connecting
explore and describe the ways that visual artists use visual arts processes, visual conventions, and materials to represent the world as they see it (AC9AVA4E01)
describe ways First Nations Australians use cultural expressions to communicate their connection to and responsibility for Country/Place, Culture and People (AC9AVA4E02)
Developing skills, practice and ideas
experiment when developing confidence with a range of visual arts processes, visual conventions, materials and techniques (AC9AVA4P01)
Creating
use visual arts processes, visual conventions, materials and techniques to create visual arts works that communicate ideas (AC9AVA4C01)
Sharing and communicating
display visual arts works to engage an audience and communicate artists intentions (AC9AVA4S01)

Languages – Chinese Years 3–4

Achievement standard
By the end of Year 4, students use Chinese to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They use appropriate pronunciation, tone and gesture. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create and present text. They recognise and read the tone marks in Pinyin. Students understand that Chinese has language conventions, and some terms have specific cultural meanings. They identify features of the Chinese writing system and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit that is used to make up words. They understand that Pinyin provides access to the sounds of the spoken language. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture and identity and how this is reflected in their own language, culture and identity.
Communicating meaning in the language
Interacting in the language
initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LC4C01)
participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LC4C02)
Mediating meaning in and between languages
locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LC4C03)
develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning (AC9LC4C04)
Creating text in the language
create and present informative and imaginative spoken and written texts using learnt words and characters, Pinyin, formulaic expressions and sentences and modelled textual conventions (AC9LC4C05)
Understanding language and culture
Understanding systems of language
recognise the tone-syllable nature of spoken language and use appropriate pronunciation, tone and gesture (AC9LC4U01)
recognise Chinese language conventions, key characters, grammatical structures and basic syntax in familiar texts and contexts (AC9LC4U02)
recognise familiar Chinese language features and compare with those of English, in known contexts (AC9LC4U03)
Understanding the interrelationship of language and culture
identify connections between Chinese language and cultural practices and behaviours (AC9LC4U04)

Languages – French Years 3–4

Achievement standard
By the end of Year 4, students use French to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create and present text. Students understand that French has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. Students identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.
Communicating meaning in the language
Interacting in the language
initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LF4C01)
participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LF4C02)
Mediating meaning in and between languages
locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LF4C03)
develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning (AC9LF4C04)
Creating text in the language
create and present informative and imaginative spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions (AC9LF4C05)
Understanding language and culture
Understanding systems of language
recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases (AC9LF4U01)
recognise French language conventions, grammatical structures and basic syntax in familiar texts and contexts (AC9LF4U02)
recognise familiar French language features and compare with those of English, in known contexts (AC9LF4U03)
Understanding the interrelationship of language and culture
identify connections between French language and cultural practices and behaviours (AC9LF4U04)

Languages – Italian Years 3–4

Achievement standard
By the end of Year 4, students use Italian to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create and present text. Students understand that Italian has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.
Communicating meaning in the language
Interacting in the language
initiate exchanges and respond to modelled questions about self, others, and the classroom environment, using formulaic expressions (AC9LIT4C01)
participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LIT4C02)
Mediating meaning in and between languages
locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LIT4C03)
develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning (AC9LIT4C04)
Creating text in the language
create and present informative and imaginative spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions (AC9LIT4C05)
Understanding language and culture
Understanding systems of language
recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases (AC9LIT4U01)
recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts (AC9LIT4U02)
recognise familiar Italian language features and compare with those of English, in known contexts (AC9LIT4U03)
Understanding the interrelationship of language and culture
identify connections between Italian language and cultural practices and behaviours (AC9LIT4U04)

Languages – Japanese Years 3–4

Achievement standard
By the end of Year 4, students use Japanese to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve planning and transacting. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They read and write hiragana, including long vowels, voiced and blended sounds as formulaic language, and some high-frequency kanji with support. They use modelled language, basic particles and apply word order to create and present text. Students understand that Japanese has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English. They understand that the Japanese language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.
Communicating meaning in the language
Interacting in the language
initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LJ4C01)
participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LJ4C02)
Mediating meaning in and between languages
locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LJ4C03)
develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning (AC9LJ4C04)
Creating text in the language
create and present informative and imaginative spoken and written texts using hiragana script, common kanji, formulaic expressions, simple sentences and modelled textual conventions (AC9LJ4C05)
Understanding language and culture
Understanding systems of language
recognise and use modelled combinations of sounds, hiragana symbols, pronunciation and intonation patterns of Japanese to form words and phrases (AC9LJ4U01)
recognise Japanese language conventions and scripts, grammatical structures and basic syntax in familiar texts and contexts (AC9LJ4U02)
recognise familiar Japanese language features and compare with those of English, in known contexts (AC9LJ4U03)
Understanding the interrelationship of language and culture
identify connections between Japanese language and cultural practices and behaviours (AC9LJ4U04)