

Information for parents

# THE AUSTRALIAN CURRICULUM – YEARS 3 AND 4



Foundation

Years 1–2

**Years 3–4**

Years 5–6

Years 7–8

Years 9–10

## THE AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

For more information, see our fact sheet: *The Australian Curriculum – an overview for parents.*



## YEARS 3 AND 4

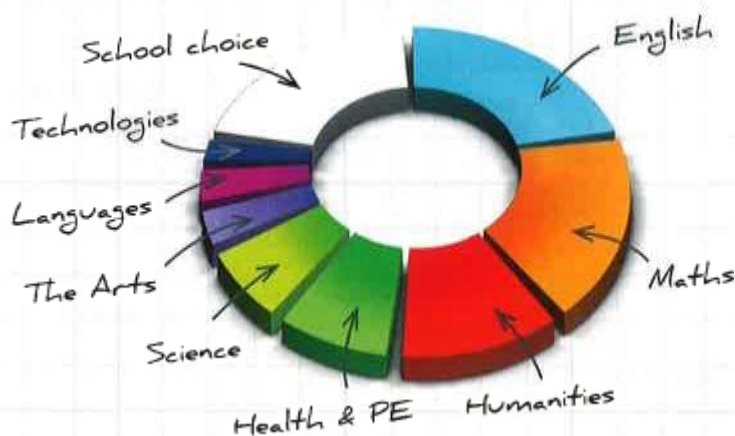


In Years 3 and 4, students become more independent; they communicate with others more effectively.

English and Mathematics continue to be a priority, and literacy and numeracy are developed across all learning areas.

The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write'.

### Years 3–4 Learning Areas





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## English

In Years 3 and 4, students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information and can write in different styles.

**Typically, students will:**

- ▶ read and understand a range of different types of texts that explore imaginative and informative topics
- ▶ recognise and write texts that persuade and explain
- ▶ write imaginative texts that include characters and events
- ▶ recognise that pictures or graphics can be important to add meaning
- ▶ recognise different kinds of language used in text, depending on the audience and purpose
- ▶ learn information or ideas from texts
- ▶ use mostly correct grammar, including simple and compound sentences
- ▶ use accurate spelling and punctuation, and edit their own writing
- ▶ plan and make presentations to the class
- ▶ engage in discussions to share ideas and information, communicating clearly with others.

## Mathematics

In Years 3 and 4, students further develop their understanding of number, patterns and relationships, measurement and geometry. Modelling fractions and decimals using concrete materials is a crucial focus at this stage.

**Typically, students will:**

- ▶ choose strategies to add, subtract, multiply and divide
- ▶ represent the value of money and make simple calculations
- ▶ recall multiplication facts
- ▶ represent fractions on a number line
- ▶ explore addition, subtraction and multiplication number patterns
- ▶ measure temperatures, lengths, shapes and objects
- ▶ solve problems involving time, and read maps
- ▶ create symmetrical shapes and classify angles
- ▶ construct graphs and list a likelihood of events.

Can you create a multiplication number pattern that includes the number 60? My rule is  $3 \times$

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60

This is the 20<sup>th</sup> term.

These are some of the numbers that would definitely be in the  $3 \times$  table pattern, 90 because  $30 \times 3$  is the tenth term and if you times that by 3 you get 90.

I knew that 90 was in it so you would be able to find 2 90's in it which would add up to 180. 180 is in it 180  $\times 3 = 540$  so you would be in it which

$$\begin{array}{r} 360 \\ \times 3 \\ \hline 1080 \end{array}$$

Creates a multiplication number pattern and explains their thinking.



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## Science

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way, developing understanding of a fair test and variables.

Typically, students will:

- ▶ observe heat as a form of energy and investigate how it affects solids
- ▶ explore regular and predictable cycles through a study of day and night
- ▶ explore the action of forces
- ▶ realise that living things form parts of ecosystems
- ▶ understand that actions of humans can have an effect on their world.



## Humanities and Social Sciences

Students draw on their growing experience of the community and beyond, and use observations and information sources to develop understandings about history, geography, civics and citizenship.

Typically, students will investigate:

- ▶ diverse people, cultures and environments in Australia and neighbouring countries; how different individuals and groups have contributed to their communities, past and present
- ▶ significant days in Australia's history, such as Australia Day, Anzac Day and Sorry Day
- ▶ early explorers and British colonisation of Australia
- ▶ diverse cultures of Aboriginal and Torres Strait Islander Peoples, and those who live and lived in the local area
- ▶ geographic characteristics of Africa, South America and Australia, and how natural resources are used and managed
- ▶ rules and laws, and how the local government makes decisions and serves their community
- ▶ groups they belong to, and how people contribute to the community and the environment through responsible actions.

## Health and Physical Education

Students learn about changes they experience as they grow up, valuing difference in others. They develop more complicated movement skills.

Typically, students will:

- ▶ talk about challenge, risk, success and failure, and how these affect the way they see themselves
- ▶ keep themselves and others safe and healthy in and out of the classroom
- ▶ build positive relationships and become more aware of emotions
- ▶ understand their own family background, and value all people and cultures including their own
- ▶ play games in a range of outdoor places
- ▶ improve their skills in different activities
- ▶ use rules, scoring, tactics, fair play and teamwork.



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## The Arts

Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create art works.

**Typically, students will:**

- ▶ in Dance, create dances to tell a story
- ▶ in Drama, develop performances from stories or picture books
- ▶ in Media Arts, use technologies to change images, add words and record sounds
- ▶ in Music, sing and explore instruments to create music
- ▶ in Visual Arts, look at an artist's work and create their own, experimenting with materials, such as paint, crayons, markers and colour pencils.

## Technologies

Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies.

**Typically, students will:**

in Design and Technologies

- ▶ draw, label and model ideas when designing and producing solutions such as creating a toy that moves
- ▶ plan steps to produce solutions and learn to manage their time

in Digital Technologies

- ▶ identify and learn how to follow safety rules when working online
- ▶ identify problems and solve them, for example, identifying stages of a game and decisions that a player must make to win
- ▶ create a range of digital solutions, such as coding simple interactive games.

## Languages

Students may have an opportunity to learn a language other than English.

**Typically, when learning the language, students will:**

- ▶ participate in classroom routines, interactions and learning activities that involve listening, responding and initiating
- ▶ learn new words and use familiar vocabulary to make simple statements and ask simple questions
- ▶ communicate in familiar interactions and situations such as participating in performances and play
- ▶ explore the relationship between culture and ways of communicating.

