

## Appendix B - Australian National Curriculum Achievement Standards - Examples Year Three

### English

Children can/will:

- Understand how content can be organised using different text structures depending on the purpose of the text.
- Understand how language features, images and vocabulary choices are used for different effects. Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
- Identify literal and implied meaning connecting ideas in different parts of a text.
- Select information, ideas and events in texts that relate to their own lives and to other texts. Understand how language features are used to link and sequence ideas.
- Texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.
- Create a range of texts for familiar and unfamiliar audiences.
- Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.
- Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
- Use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.
- Write using joined letters that are accurately formed and consistent in size.

### Mathematics

Children can/will:

- Recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication.
- Model and represent unit fractions and represent money values in various ways.
- Identify symmetry in the environment and match positions on maps with given information. Recognise angles in real situations and can count to and from 10 000.
- Classify numbers as either odd or even and recall addition and multiplication facts for single digit numbers.
- Correctly count out change from financial transactions and continue number patterns involving addition and subtraction.
- Use metric units for length, mass and capacity and can tell time to the nearest minute.
- Make models of three-dimensional objects and conduct chance experiments and list possible outcomes.

### Science

Children can/will:

- Use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observation.
- Describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.
- Use their experiences to pose questions and predict the outcomes of investigations.
- Make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions.
- Suggest possible reasons for their findings and describe how safety and fairness were considered in their investigations.
- Use diagrams and other representations to communicate their ideas.

### History

Children can/will:

- Explain how communities changed in the past and describe the experiences of an individual or group.
- Identify events and aspects of the past that have significance in the present.
- Sequence events and people (their lifetime) in chronological order, with reference to key dates.
- Pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions.
- Develop texts, including narratives, using terms denoting time.

KEY: NP = Not yet Presented \ not presented this semester, CA = Need Continual Assistance,  
SR = Support Required, D = Developing, C = Consolidating, A = Achieving

## Geography

Children can/will:

- Describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places.
- Identify interconnections between people and places and describe the location of selected countries and the distribution of features of places.
- Recognise that people have different perceptions of places and how this influences views on the protection of places.
- Pose simple geographical questions and collect information from different sources to answer these questions.
- Represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point.
- Describe the location of places and their features using simple grid references and cardinal compass points.
- Interpret geographical data to describe distributions and draw conclusions.
- Present findings using simple geographical terminology in a range of texts.
- Describe how people participate in their community as active citizens.

## Media Arts

Children can/will:

- Describe and discuss similarities and differences between media artworks they make and view. Discuss how and why they and others use images, sound and text to make and present media artworks.
- Collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

## Visual Arts

Children can/will:

- Describe and discuss similarities and differences between artworks they make, present and view. Discuss how they and others use visual conventions in artworks.
- Collaborate to plan and make artworks that are inspired by artworks they experience.
- Use visual conventions, techniques and processes to communicate their ideas.

## Drama

Children can/will:

- Describe and discuss similarities and differences between drama they make, perform and view. Discuss how they and others organise the elements of drama in their drama.
- Use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.
- Collaborate to plan, make and perform drama that communicates ideas.

## Dance

Children can/will:

- Describe and discuss similarities and differences between dances they make and perform.
- Discuss how they and others organise the elements of dance in dances depending upon the purpose.
- Structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood.
- Collaborate to make dances and perform with control, accuracy, projection and focus.

## Music

Children can/will:

- Describe and discuss similarities and differences between music they listen to, compose and perform.
- Discuss how they and others use the elements of music in performance and composition.
- Collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas.
- Demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.

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## Digital Technologies

Children can/will:

- Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.
- Explain how the same data sets can be represented in different ways.
- Define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input.
- Explain how the solutions meet their purposes and collect and manipulate different data when creating information and digital solutions.
- Safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.

## Design Technologies

Children can/will:

- Explain how products, services and environments are designed to best meet needs of communities and their environment.
- Describe contributions of people in design and technologies occupations and how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.
- Create designed solutions for each of the prescribed technologies contexts.
- Explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations.
- Identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.

## Health Studies & Physical Education

Children can/will:

- Recognise strategies for managing change and examine influences that strengthen identities.
- Investigate how emotional responses vary and understand how to interact positively with others in different situations.
- Interpret health messages and discuss the influences on healthy and safe choices.
- Understand the benefits of being fit and physically active.
- Describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.
- Apply strategies for working cooperatively and apply rules fairly.
- Use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.
- Refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges.
- Create and perform movement sequences using fundamental movement skills and the elements of movement.

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## Appendix B - Australian National Curriculum Achievement Standards - Examples Year Four

### English

Children can/will:

- Understand how content can be organised using different text structures depending on the purpose of the text.
- Understand how language features, images and vocabulary choices are used for different effects. Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
- Identify literal and implied meaning connecting ideas in different parts of a text.
- Select information, ideas and events in texts that relate to their own lives and to other texts. Understand how language features are used to link and sequence ideas.
- Texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.
- Create a range of texts for familiar and unfamiliar audiences.
- Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.
- Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
- Use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.
- Write using joined letters that are accurately formed and consistent in size.

### English

Children can/will:

- Understand that texts have different text structures depending on purpose and audience.
- Explain how language features, images and vocabulary are used to engage the interest of audiences.
- Describe literal and implied meaning connecting ideas in different texts.
- Express preferences for particular texts, and respond to others' viewpoints and listen for key points in discussions.
- Use language features to create coherence and add detail to their texts.
- Understand how to express an opinion based on information in a text.
- Create texts that show understanding of how images and detail can be used to extend ideas.
- Create structured texts to explain ideas for different audiences.
- Make presentations and contribute actively to class and group discussions, varying language according to context.
- Demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

### Mathematics

Children can/will:

- Recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication.
- Model and represent unit fractions and represent money values in various ways.
- Identify symmetry in the environment and match positions on maps with given information. Recognise angles in real situations and can count to and from 10 000.
- Classify numbers as either odd or even and recall addition and multiplication facts for single digit numbers.
- Correctly count out change from financial transactions and continue number patterns involving addition and subtraction.
- Use metric units for length, mass and capacity and can tell time to the nearest minute.
- Make models of three-dimensional objects and conduct chance experiments and list possible outcomes.

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## Mathematics

Children can/will:

- Choose appropriate strategies for calculations involving multiplication and division.
- Recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places and solve simple purchasing problems.
- Identify unknown quantities in number sentences.
- Interpret information contained in maps and identify dependent and independent events.
- Describe different methods for data collection and representation, and evaluate their effectiveness.
- Use the properties of odd and even numbers and recall multiplication facts to 10 x 10 and related division facts.
- Locate familiar fractions on a number line and continue number sequences involving multiples of single digit numbers.
- Use scaled instruments to measure temperatures, lengths, shapes and objects.
- Create symmetrical shapes and patterns and classify angles in relation to a right angle.

## Science

Children can/will:

- Use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observation.
- Describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.
- Use their experiences to pose questions and predict the outcomes of investigations.
- Make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions.
- Suggest possible reasons for their findings and describe how safety and fairness were considered in their investigations.
- Use diagrams and other representations to communicate their ideas.

## Science

Children can/will:

- Apply observable properties of materials to explain how objects and materials can be used.
- Use contact and non-contact forces to describe interactions between objects.
- Discuss how natural and human processes cause changes to the Earth's surface.
- Describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.
- Follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations.
- Discuss ways to conduct investigations and safely use equipment to make and record observations.
- Use provided tables and simple column graphs to organise their data and identify patterns in data. Suggest explanations for observations and compare their findings with their predictions.
- Complete simple reports to communicate their methods and findings.

## History

Children can/will:

- Explain how communities changed in the past and describe the experiences of an individual or group.
- Identify events and aspects of the past that have significance in the present.
- Sequence events and people (their lifetime) in chronological order, with reference to key dates.
- Pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions.
- Develop texts, including narratives, using terms denoting time.

## History

Children can/will:

- Explain how and why life changed in the past, and identify aspects of the past that remained the same.
- Describe the experiences of an individual or group over time and recognise the significance of events in bringing about change.
- Sequence events and people (their lifetime) in chronological order to identify key dates.
- Pose a range of questions about the past and identify sources (written, physical, visual, oral), and locate information to answer these questions.

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## Geography

Children can/will:

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- Identify interconnections between people and places and describe the location of selected countries and the distribution of features of places.
- Recognise that people have different perceptions of places and how this influences views on the protection of places.
- Pose simple geographical questions and collect information from different sources to answer these questions.
- Represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point.
- Describe the location of places and their features using simple grid references and cardinal compass points.
- Interpret geographical data to describe distributions and draw conclusions.
- Present findings using simple geographical terminology in a range of texts.
- Describe how people participate in their community as active citizens.

## Geography

Children can/will:

- Describe and compare characteristics of places in different locations at the national scale.
- Identify and describe the interconnections between people and the environment.
- Describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places.
- Recognise the importance of the environment and identify different views on how to respond to a geographical challenge.
- Develop geographical questions to investigate and collect and record information and data from different sources to answer these questions.
- Represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. Describe the location of places and their features using simple grid references, compass direction and distance.
- Interpret data to identify spatial distributions and simple patterns and draw conclusions.
- Present findings using geographical terminology in a range of texts and propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

## Media Arts

Children can/will:

- Describe and discuss similarities and differences between media artworks they make and view. Discuss how and why they and others use images, sound and text to make and present media artworks.
- Collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

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## Dance

Children can/will:

- Describe and discuss similarities and differences between dances they make and perform.
- Discuss how they and others organise the elements of dance in dances depending upon the purpose.
- Structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood.
- Collaborate to make dances and perform with control, accuracy, projection and focus.

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## Music

Children can/will:

- Describe and discuss similarities and differences between music they listen to, compose and perform.
- Discuss how they and others use the elements of music in performance and composition.
- Collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas.
- Demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.

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## Digital Technologies

Children can/will:

- Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.
- Explain how the same data sets can be represented in different ways.
- Define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input.
- Explain how the solutions meet their purposes and collect and manipulate different data when creating information and digital solutions.
- Safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.

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## Design Technologies

Children can/will:

- Explain how products, services and environments are designed to best meet needs of communities and their environment.
- Describe contributions of people in design and technologies occupations and how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.
- Create designed solutions for each of the prescribed technologies contexts.
- Explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations.
- Identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.

## Design Technologies

Children can/will:

- Explain how products, services and environments are designed to best meet needs of communities and their environments.
- Describe contributions of people in design and technologies occupations.
- Describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.
- Create designed solutions for each of the prescribed technologies contexts.
- Develop and expand design ideas and communicate these using models and drawings including annotations and symbols.
- Identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.

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## Health Studies & Physical Education

Children can/will:

- Recognise strategies for managing change and examine influences that strengthen identities.
- Investigate how emotional responses vary and understand how to interact positively with others in different situations.
- Interpret health messages and discuss the influences on healthy and safe choices.
- Understand the benefits of being fit and physically active.
- Describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.
- Apply strategies for working cooperatively and apply rules fairly.
- Use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.
- Refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges.
- Create and perform movement sequences using fundamental movement skills and the elements of movement.

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- Refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges.
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