INFORMATION BOOK

LEVEL 3 – YEAR 3

The IB Learner Profile
INTERNATIONAL BACCALAUREATE (IB) - PRIMARY YEARS PROGRAM (PYP)

WHAT DO WE WANT TO LEARN?  The written curriculum
HOW BEST CAN WE LEARN IT?  The taught curriculum
HOW WILL WE KNOW WHAT WE HAVE LEARNED?  The assessed curriculum

Inquirers  They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable  They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers  They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators  They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled  They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded  They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring  They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers  They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced  They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective  They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

‘WE’ is the community of learners – students, staff, community
<table>
<thead>
<tr>
<th>Form</th>
<th>What is it like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td>How does it work?</td>
</tr>
<tr>
<td>Causation</td>
<td>Why is it like it is?</td>
</tr>
<tr>
<td>Change</td>
<td>How is it changing?</td>
</tr>
<tr>
<td>Connection</td>
<td>How is it connected to other things?</td>
</tr>
<tr>
<td>Perspective</td>
<td>What are the points of view?</td>
</tr>
<tr>
<td>Responsibility</td>
<td>What is our responsibility?</td>
</tr>
<tr>
<td>Reflection</td>
<td>How do we know?</td>
</tr>
<tr>
<td>Who we are</td>
<td>Where we are in place and time</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
</tr>
</tbody>
</table>

**Central Idea:**

Health and survival is reliant on systems of the body functioning together.

**Lines of inquiry:**

- Body systems and how they work
- How body systems are interdependent
- Impact of lifestyle

**Central Idea:**

Our past plays a major role in shaping who we are today.

**Lines of inquiry:**

- Who lived here first and how do we know?
- Key historical events and their impact on shaping Australia
- The impact of

**Central Idea:**

Celebrations and traditions are expressions of shared beliefs and values.

**Lines of Inquiry:**

- Features of traditions and celebrations.
- How and why people celebrate around the world.
- Similarities and

**Central Idea:**

The earth is part of a vast and complex universe.

**Lines of Inquiry:**

- The Earth’s position in our Solar System
- Earth’s rotation on its axis causes regular changes
- The exploration of

**Central Idea:**

ICT impacts on the way we connect and operate in the community.

**Lines of Inquiry:**

- Development of ICT
- The way people communicate and interact through ICT
- Responsibilities associated with the use of ICT

**Central Idea:**

Food plays an important role in people’s lives.

**Lines of Inquiry:**

- What are the reasons we eat particular foods
- Equity and distribution of food
- How and where is food produced
- Sustainably sourcing food.
### Core concepts:
- **Function**
- **Responsibility**

### Discoveries and social changes

**Core concepts:**
- Change
- Reflection

### Differences between various celebrations.

**Core Concepts:**
- Form
- Perspective

### Space

- The use of space technology

**Core concepts:**
- Connection
- Responsibility

### Civic and Citizenship - Learning focus

As students work towards the achievement of Level 4 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community. They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. They explore the ways that Australians are connected to other regional and global communities.
Communication - Learning focus
As students work towards the achievement of Level 6 standards in Communication, they listen attentively when required and learn to respond and interject appropriately. They learn about appropriate body language when reacting to a speaker and use feedback from peers and the teacher on their own body language to improve their reactions. They practise paraphrasing what a speaker has said to check meaning and ask clarifying questions where meaning is unclear. Students explore a range of aural, written and visual communication forms such as the Internet, film, texts and music which illustrate a variety of perspectives on a range of topics and ideas. They learn how to identify the main message, develop their own interpretation, and provide evidence to support it.

Standards The learning focus statements for Foundation to Level 4 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6.

Design, Creativity and Technology - Learning focus
As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they begin to provide input into the development of design briefs. They generate ideas from a variety of sources, and recognise that their designs have to meet a range of different requirements. They learn to make realistic plans for achieving their aims and recognise that they are constrained by the availability of resources. They clarify ideas when asked, and use words, labelled sketches and models to communicate the details of their designs.

Students learn to describe ideas and concepts about design, materials/ingredients and technological systems in simple terms. For example, how and why a drawing is annotated; how materials/ingredients are classified.

Standards At Level 3, students are working toward the Level 4 standards.

English - Level Description
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English Content Descriptions
Reading and viewing
Language
1. Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)
2. Identify the features of online texts that enhance navigation
3. Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
4. Recognise high frequency sight words

Literature
1. Draw connections between personal experiences and the worlds of texts, and share responses with others
2. Develop criteria for establishing personal preferences for literature
3. Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
4. Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose

Literacy
1. Identify the point of view in a text and suggest alternative points of view
2. Identify the audience and purpose of imaginative, informative and persuasive texts
3. Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting
4. Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

Writing
1. Understand that paragraphs are a key organisational feature of written texts
2. Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement
3. Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
4. Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’
5. Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters

Literature
1. Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle
2. Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue

Literacy
1. Plan, 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
2. Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
3. Write using joined letters that are clearly formed and consistent in size
4. Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements

Speaking and listening

Language
1. Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
2. Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
3. Examine how evaluative language can be varied to be more or less forceful
4. Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs

**Literature**
1. Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons

**Literacy**
1. Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
2. Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume
3. Plan and deliver short presentations, providing some key details in logical sequence

**English Achievement Standard**

**Reading and viewing**

By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

**Writing**

Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.

**Speaking and listening**

Students listen to others’ views and respond appropriately. They understand how language features are used to link and sequence ideas.

**Health and Physical Education - Learning focus**

As students work towards the achievement of Level 4 standards in Health and Physical Education, they practise and use complex manipulative and locomotor skills in a range of movement environments (indoor, outdoor and aquatic). They practise and develop competency in a range of complex motor skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cart wheeling and handstanding. In aquatic environments they practise a range of movements such as: propelling the body on
the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres; and a land-based rescue. They discuss the performance criteria of motor skills and practise observing a partner’s performance.

At Level 3, students are working toward the Level 4 standards.

**History - Level Description**

**Community and Remembrance**

The Level 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features.

**Key inquiry questions**

1. Who lived here first and how do we know?
2. How has our community changed? What features have been lost and what features have been retained?
3. What is the nature of the contribution made by different groups and individuals in the community?
4. How and why do people choose to remember significant events of the past?

**History Content Descriptions**

**Historical Knowledge and Understanding**

**Community and Remembrance**

1. The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied)
2. ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life
3. The role that people of diverse backgrounds have played in the development and character of the local community
4. Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems.
5. Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Level, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan
Historical Skills

**Chronology, terms and concepts**
1. Sequence historical people and events
2. Use historical terms

**Historical questions and research**
1. Pose a range of questions about the past
2. Identify sources

**Analysis and use of sources**
1. Locate relevant information from sources provided

**Perspectives and interpretations**
1. Identify different points of view

**Explanation and communication**
1. Develop texts, particularly narratives
2. Use a range of communication forms (oral, graphic, written) and digital technology

**History Achievement Standard**

By the end of Level 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

**The Humanities - Learning focus**

As students work towards the achievement of Level 4 standards in the Humanities, they consider the features and characteristics of their local area and Victoria. Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time. They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people’s interactions with their environment and the ways in which these affect their world.

**Standards**

**Humanities knowledge and understanding**
At Level 3, students are working toward the Level 4 standards for Humanities.

**Humanities skills**
At Level 3, students are working toward the Level 4 standards for Humanities.
Technology - Learning focus

As students work towards the achievement of Level 4 standards in Information and Communications Technology (ICT), they develop skills in using ICT for problem solving, expressing ideas, and presenting information to different audiences. Working in all areas of the curriculum, students explore a range of ICT tools (for example, basic editing tools such as word processing) and simple techniques for visualising thinking. They also use simple graphic organisers such as concept maps and sequence charts to provide a framework for visualising thinking. In particular they use tools that assist in sequencing, and in identifying relationships between, ideas, facts and concepts. Students save their visualising thinking files to folders and when new but similar learning situations arise, they retrieve and compare.

Standards
At Level 3, students are working toward the Level 4 standards.

Interpersonal Development - Learning focus

As students work towards the achievement of Level 4 standards in Interpersonal Development, they interact with their peers, older and younger students, and adults in both informal and formal contexts. They develop their skills and strategies for getting to know and understand others within increasingly complex situations. With teacher support, they identify different types of friendships and relationships. They discuss the expectations they have of friendship and relationship groups and acknowledge the expectations that others have of them. They recognise that relationships change and that positive relationships do not depend on always agreeing with one another.

Standards
At Level 3, students are working toward the Level 4 standards.

Italian - Learning focus

As students work towards the achievement of standards in Languages at Pathway 1 Level 6, they begin to understand and use the language other than English in relation to their personal world, countries where the language is spoken (for example, its geography, history, aspects of shopping) and the world of the imagination. They begin to collect information in the language (for example, from the Internet or from modified texts). They start to explore the beliefs and lifestyles of people from other countries that now live in Australia.

Mathematics - Level Description

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Mathematics Content Descriptions

Number and Algebra
Number and place value

1. Investigate the conditions required for a number to be odd or even and identify odd and even numbers
2. Recognise, model, represent and order numbers to at least 10 000
3. Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
4. Recognise and explain the connection between addition and subtraction
5. Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
6. Recall multiplication facts of two, three, five and ten and related division facts
7. Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies

Fractions and decimals

1. Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole

Money and financial mathematics

1. Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

Patterns and algebra

1. Describe, continue, and create number patterns resulting from performing addition or subtraction

Measurement and Geometry

Using units of measurement

1. Measure, order and compare objects using familiar metric units of length, mass and capacity
2. Tell time to the minute and investigate the relationship between units of time

Shape

1. Make models of three-dimensional objects and describe key features

Location and transformation

1. Create and interpret simple grid maps to show position and pathways
2. Identify symmetry in the environment

Geometric reasoning

1. Identify angles as measures of turn and compare angle sizes in everyday situations
Statistics and Probability

Chance
1. Conduct chance experiments, identify and describe possible outcomes and recognise variation in results

Data representation and interpretation
1. Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording
2. Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
3. Interpret and compare data displays

Mathematics Achievement Standard

Number and Algebra
Students count and order numbers to and from 10 000. They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. Students recall addition and multiplication facts for single-digit numbers. They represent money values in various ways and correctly count out change from financial transactions. Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples.

Measurement and Geometry
Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students identify symmetry in natural and constructed environments. They use angle size as a measure of turn in real situations and make models of three-dimensional objects. Students match positions on maps with given information and create simple maps.

Statistics and Probability
Students carry out simple data investigations for categorical variables. They interpret and compare data displays. Students conduct chance experiments, list possible outcomes and recognise variations in results.

Personal Learning - Learning focus
As students work towards the achievement of Level 4 standards in Personal Learning, they begin to build on personal strengths by recognising strategies for learning which help them learn most effectively. With support, they use their past learning to inform their future learning, and begin to set learning improvement goals.
Students participate in a diverse range of learning activities that allow them to acknowledge their development as learners. They monitor their learning through strategies such as share time and seeking feedback from the teacher and, where appropriate, their peers.

Students learn to recognise the various positive and negative emotions that may be associated with their learning, and that feelings of uncertainty do not equate with an inability to complete a task.

**Standards** At Level 3, students are working toward the Level 4 standards.

**Science - Level Description**
The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period.

**Science Content Descriptions**

**Science Understanding**

**Biological sciences**
1. Living things can be grouped on the basis of observable features and can be distinguished from non-living things

**Chemical sciences**
1. A change of state between solid and liquid can be caused by adding or removing heat

**Earth and space sciences**
1. Earth’s rotation on its axis causes regular changes, including night and day

**Physical sciences**
1. Heat can be produced in many ways and can move from one object to another

**Science as a Human Endeavour**

**Nature and development of science**
1. Science involves making predictions and describing patterns and relationships

**Use and influence of science**
1. Science knowledge helps people to understand the effect of their actions

**Science Inquiry Skills**

**Questioning and predicting**
1. With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge

**Planning and conducting**
1. Suggest ways to plan and conduct investigations to find answers to questions
2. Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate

**Processing and analysing data and information**
1. Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends
2. Compare results with predictions, suggesting possible reasons for findings

**Evaluating**
1. Reflect on the investigation, including whether a test was fair or not

**Communicating**
1. Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports

**Science Achievement Standard**

At Level 3, the student is working towards the Level 4 standard.

**Thinking Processes - Learning focus**

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.

With thinking tools to assist them, students begin to ask more focused and clarifying questions.

**Standards**

At Level 3, students are working towards the Level 4 standards