**Syllabus Outcomes within the Pillars - Stage 3**

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|  | **FUNCTIONAL LITERACY** |
| **ENGLISH** | EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features |
| EN3-2A | Composes, edits and presents well-structured and coherent texts |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-4A | Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-6B | Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies |
| EN3-7C | Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts |
| EN3-8D | Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts |
| EN3-9E | Recognises, reflects on and assesses their strengths as a learner |
| **MATHEMATICS** | MA3-1WM | Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions |
| MA3-3WM | Gives a valid reason for supporting one possible solution over another |
| MA3-4NA | Orders, reads and represents integers of any size and describes properties of whole numbers |
| MA3-13MG | Uses 24-hour time and am and pm notation in real-life situations, and constructs timelines |
| MA3-15MG | Manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties |
| MA3-17MG | Locates and describes position on maps using a grid-reference system |
| MA3-18SP | Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables |
| **SCIENCE** | ST3-4WS | Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations |
| “Describes” | A range of science outcomes use the term describes. This is a literacy skill, each of these outcomes can also be found under another Pillar. The outcomes are: ST3-6PW, ST3-8ES, ST3-9ES, ST3-10LW, ST3-11LW, ST3-13MW, ST3-14BE, ST3-15I, ST3-16P |
| **GEOG** | GE3-1 | Describes the diverse features and characteristics of places and environments |
| GE3-2 | Explains interactions and connections between people, places and environments |
| GE3-3 | Compares and contrasts influences on the management of places and environments |
| GE3-4 | Acquires, processes and communicates geographical information using geographical tools for inquiry |
| **HISTORY** | HT3-1 | Describes and explains the significance of people, groups, places and events to the development of Australia |
| HT3-2  | describes and explains different experiences of people living in Australia over time |
| HT3-4 | Describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples |
| HT3-5 | Applies a variety of skills of historical inquiry and communication |

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| F:\Mock ups\Square elements\Numeracy.jpg | **PRACTICAL NUMERACY** |
| **ENGLISH** | EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-7C | Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts |
| EN3-9E | Recognises, reflects on and assesses their strengths as a learner |
| **MATHEMATICS** | MA3-1WM | Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions |
| MA3-2WM | Selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations |
| MA3-3WM | Gives a valid reason for supporting one possible solution over another |
| MA3-4NA | Orders, reads and represents integers of any size and describes properties of whole numbers |
| MA3-5NA | Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size |
| MA3-6NA | Selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation |
| MA3-7NA | Compares, orders and calculates with fractions, decimals and percentages |
| MA3-8NA | Analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane |
| MA3-9MG | Selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length |
| MA3-10MG | Selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles |
| MA3-11MG | Selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity |
| MA3-12MG | Selects and uses the appropriate unit and device to measure the masses of objects, and converts between units of mass |
| MA3-13MG | Uses 24-hour time and am and pm notation in real-life situations, and constructs timelines |
| MA3-14MG | Identifies three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views |
| MA3-15MG | Manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties |
| MA3-16MG | Measures and constructs angles, and applies angle relationships to find unknown angles |
| MA3-17MG | Locates and describes position on maps using a grid-reference system |
| MA3-18SP | Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables |
| MA3-19SP | Conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes |
| **SC** | ST3-4WS | Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations |
| **GE** | GE3-4 | Acquires, processes and communicates geographical information using geographical tools for inquiry |
| **H** | HT3-3 | Identifies change and continuity and describes the causes and effects of change on Australian society |

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|  | **ACTIONS AND CHOICES** |
| **ENGLISH** | EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-7C | Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts |
| EN3-8D | Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts |
| EN3-9E | Recognises, reflects on and assesses their strengths as a learner |
| **MATHS** | MA3-2WM | Selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations |
| MA3-3WM | Gives a valid reason for supporting one possible solution over another |
| **SCIENCE** | ST3-1VA | Shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities |
| **GEOGRAPHY** | GE3-2 | Explains interactions and connections between people, places and environments |
| GE3-3 | Compares and contrasts influences on the management of places and environments |
| **HISTORY** | HT3-1 | Describes and explains the significance of people, groups, places and events to the development of Australia |
| HT3-2  | describes and explains different experiences of people living in Australia over time |
| HT3-3 | Identifies change and continuity and describes the causes and effects of change on Australian society |
| HT3-4 | Describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples |
| HT3-5 | Applies a variety of skills of historical inquiry and communication |

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|  | **INDEPENDENT LIVING SKILLS** |
| **ENGLISH** | EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features |
| EN3-2A | Composes, edits and presents well-structured and coherent texts  |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-9E | Recognises, reflects on and assesses their strengths as a learner |
| **MATHEMATICS** | MA3-9MG | Selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length |
| MA3-10MG | Selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles |
| MA3-11MG | Selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity |
| MA3-12MG | Selects and uses the appropriate unit and device to measure the masses of objects, and converts between units of mass |
| MA3-13MG | Uses 24-hour time and am and pm notation in real-life situations, and constructs timelines |
| MA3-16MG | Measures and constructs angles, and applies angle relationships to find unknown angles |
| MA3-17MG | Locates and describes position on maps using a grid-reference system |
| MA3-18SP | Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables |
| **SCIENCE** | ST3-5WT | Plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints |
| ST3-6PW | Describes how scientific understanding about the sources, transfer and transformation of electricity is related to making decisions about its use |
| ST3-7PW | Uses scientific knowledge about the transfer of light to solve problems that directly affect people’s lives |
| ST3-11LW | Describes some physical conditions of the environment and how these affect the growth and survival of living things |
| ST3-12MW | Identified the observable properties of solids, liquids and gases, and that changes made to materials are reversible or irreversible |
| ST3-13MW | Describes how the properties of materials determine their use for specific purposes |
| **GEOG** | GE3-2 | Explains interactions and connections between people, places and environments |
| GE3-3 | Compares and contrasts influences on the management of places and environments |
| **HIST** | HT3-5 | Applies a variety of skills of historical inquiry and communication |

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|  | **HEALTH AND WELLBEING** |
| **ENGLISH** | EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-9E | Recognises, reflects on and assesses their strengths as a learner |
| **MATHS** | MA3-11MG | Selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity |
| MA3-12MG | Selects and uses the appropriate unit and device to measure the masses of objects, and converts between units of mass |
| **SC** | ST3-11LW | Describes some physical conditions of the environment and how these affect the growth and survival of living things |
| **G** | GE3-2 | Explains interactions and connections between people, places and environments |
| **H** | HT3-3 | Identifies change and continuity and describes the causes and effects of change on Australian society |



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|  | **21st CENTURY LEARNER** |
| **ENGLISH** | EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features |
| EN3-2A | Composes, edits and presents well-structured and coherent texts |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-4A | Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-6B | Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies |
| EN3-9E | Recognises, reflects on and assesses their strengths as a learner |
| **MATHS** | MA3-2WM | Selects and applies appropriate problem-solving strategies, including the |
| **SCIENCE** | ST3-1VA | Shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities |
| ST3-3VA | Develops informed attitudes about the current and future use and influence of science and technology based on reason |
| ST3-9ES | Explains rapid change at the Earth’s surface caused by natural events, using evidence provided by advances in technology and scientific understanding |
| ST3-15I | Describes how social influences impact on the design and use of information and communication systems |
| **GE** | GE3-4 | Acquires, processes and communicates geographical information using geographical tools for inquiry |
| **HIST** | HT3-5 | Applies a variety of skills of historical inquiry and communication |

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|  | **GLOBAL CITIZEN** |
| **ENGLISH** | EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-7C | Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts |
| EN3-8D | Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts |
| **MATHS** | MA3-17MG | Locates and describes position on maps using a grid-reference system |
| MA3-18SP | Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables |
| **SCIENCE** | ST3-2VA | Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures |
| ST3-7PW | Uses scientific knowledge about the transfer of light to solve problems that directly affect people’s lives |
| ST3-8ES | Describes how discoveries by people from different cultures and times have contributed to advancing scientific understanding of the solar system |
| ST3-10LW | Describes how structural features and other adaptations of living things help them to survive in their environment |
| ST3-14BE | Describes systems in build environments and how social and environmental factors influence their design |
| ST3-16P | Describes systems used to produce or manufacture products, and the social and environmental influences on product design |
| **GEOG** | GE3-1 | Describes the diverse features and characteristics of places and environments |
| GE3-2 | Explains interactions and connections between people, places and environments |
| GE3-3 | Compares and contrasts influences on the management of places and environments |
| GE3-4 | Acquires, processes and communicates geographical information using geographical tools for inquiry |
| **HISTORY** | HT3-1 | Describes and explains the significance of people, groups, places and events to the development of Australia |
| HT3-2  | describes and explains different experiences of people living in Australia over time |
| HT3-3 | Identifies change and continuity and describes the causes and effects of change on Australian society |
| HT3-4 | Describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples |