Curriculum Map (QLD)

Essential Learnings Year 3
Reference: www.qsa.qld.edu.au

Budd:e Basics

- Securing Devices
- Password Power
- Strong Passwords
- Public v Private
- Privacy
- Mine & Yours
- Ownership
- Online Safety
- Who R U?
- Online Identity
- Blocker
- Downloads
- Click Here
- Security Detective
- Cybersecurity Clues
- Budd:e Up at Home
- Survey

Activity Table

<table>
<thead>
<tr>
<th>Head</th>
<th>Legs</th>
<th>Face</th>
<th>Hat</th>
<th>Speech</th>
<th>Hands</th>
<th>Wings</th>
<th>Pet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

| Technology | ✓    | ✓    | ✓   | ✓      | ✓     | ✓     | ✓   |
| Studies of Society and the Environment | ✓    | ✓    | ✓   | ✓      |       |       | ✓   |
| ICT | ✓    | ✓    | ✓   | ✓      | ✓     | ✓     | ✓   |

English

Reading and viewing 3

ii. Read and view a range of print and electronic text types including narratives, cultural stories, poems, procedures, reports, descriptions, explanations, reviews, personal emails and electronic news stories.

iv. Show understanding of a range of independently read texts by:
  • drawing inferences by making connections between stated and implied information
  • drawing conclusions by linking ideas across the text.

Essential learnings - literary and non-literary texts

Texts are produced for particular audiences and their interests.

Formal and informal texts are ways of communicating for different purposes.

Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions.

Non-literary texts use a range of structures, including hyperlinks in electronic texts.
Health & Physical Education

Health

The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings).

Health behaviours and choices are influenced by personal factors, people and environments.

Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety.

Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences.

Technology

Knowledge and understanding, technology as human endeavour

Technology and its products impact on everyday lives in different ways.

Studies of Society & the Environment

Culture and identity

Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members.
ICT

Ethics, issues and ICTs

Students understand the role of some ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They:

• develop and apply basic protocols and practices for safe, secure and responsible use of ICTs
• examine values and identify issues and practices for using ICTs in a safe and responsible manner
• identify and acknowledge the owner(s)/creator(s) of digital information sources
• apply basic preventative strategies to address health and safety issues when using ICTs
• follow guidelines for personal safety and information security practices when using ICTs
• reflect on how ICTs are used in the community and identify their impact.

Operating ICTs

Students use a range of basic ICT functions and applications across key learning areas to inquire, create collaborate and communicate, and to manage, store and retrieve information and data. They:

• follow guidelines to use ICTs and associated processes
• explore ways to work with and manage personal ICT resources and files
• apply basic formatting features when using ICTs
• describe common ICT devices using familiar ICT terminology
• use strategies to seek help when using ICTs
• reflect on their operation of ICTs and identify what worked well and what did not.