



Western Australia syllabuses mapping for Year 3 and Year 4

Paying It Forward Year 3 and Year 4 resources are mapped to the Western Australia syllabuses.

Last updated 17 March 2025

Unit mapping

Maps the Western Australian syllabuses to the Paying it Forward Year 3 and Year 4 resources.

Mapping for topic 1

Maps Paying It Forward, Year 3 and Year 4, Belonging and inclusion to the Western Australia syllabuses.

Mapping for topic 2

Maps Paying It Forward, Year 3 and Year 4, Fairness and equity to the Western Australia syllabuses.

Mapping for topic 3

Maps Paying It Forward, Year 3 and Year 4, Rights, rules and responsibilities to the Western Australia syllabuses.

Mapping for topic 4



Maps Paying It Forward, Year 3 and Year 4, Government services in our community to the Western Australia syllabuses.

Mapping for topic 5



Maps Paying It Forward, Year 3 and Year 4, Savings and budgets to the Western Australia syllabuses.

Mapping for topic 6



Maps Paying It Forward, Year 3 and Year 4, Improving my community to the Western Australia syllabuses.

QC 63136

Unit mapping

Maps the Western Australian syllabuses to the Paying it Forward Year 3 and Year 4 resources.

Last updated 17 March 2025

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Unit mapping for Year 3

Unit mapping for Year 4

Health and Physical Education

Unit mapping for general capabilities

Unit mapping for Year 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses unit mapping for Year 3 and 4 \(PDF, 222KB\)](#) 

English

Language for interaction

- 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 (ACELA1476) – topics 2, 3, 4, 5

Text structure and organisation

- 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) (ACELA1478) – topic 5
- Understand that paragraphs are a key organisational feature of written texts (ACELA1479) – topic 6

Expressing and developing ideas

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) – topic 6

Phonics and word knowledge

- Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) – topic 6
- Recognise and know how to write most high frequency words including some homophones (ACELA1486) – topic 6

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – topics 1, 2, 3, 4, 5, 6
- 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 (ACELY1792) – topics 1, 2, 3, 4, 5, 6

- Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) – topic 6

Interpreting, analysing, evaluation

- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) – topic 5
- 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 (ACELY1680) – topic 5

Creating texts

- 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 (ACELY1682) – topics 2, 3, 4, 5, 6
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – topics 2, 6
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – topics 2, 3, 4, 6

Mathematics

Number and place value

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) – topic 5
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) – topic 5

Fractions and decimals

- Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058) – topic 2

Money and financial mathematics

- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) – topic 2

Patterns and algebra

- Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) – topic 4

Location and transformation

- Create and interpret simple grid maps to show position and pathways (ACMMG065) – topic 4

Data representation and interpretation

- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) – topic 6
- 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 (ACMSP069) – topic 6
- Interpret and compare data displays (ACMSP070) – topic 6
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – topic 6
- Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – topic 6

HASS

Researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – topics 1, 4, 6
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – topics 4, 6
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) –

topics 4, 6

Analysing

- Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – topics 4, 6

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – topics 3, 5, 6
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – topics 1, 3, 5, 6

Communicating and reflecting

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – topics 1, 3, 6
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – topics 3, 6

Civics and citizenship

- Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) – topics 3, 6
- Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) – topic 3
- Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) – topics 1, 6

Health and Physical Education

- Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033) – topic 1
- Actions in daily routines that promote health, safety and wellbeing: healthy eating appropriate levels of physical activity (ACPPS036) –

topic 3

- Behaviours that show empathy and respect for others (ACPPS037) – topics 1, 6
- Cooperation skills to ensure everyone is included in all physical activities (ACPMP048) – topic 2
- Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050) – topics 2, 3

Unit mapping for Year 4

English

Language for interaction

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – topics 2, 3, 4, 5

Text structure and organisation

- 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) (ACELA1478) – topic 5
- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) – topic 6

Expressing and developing ideas

- Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases (ACELA1493) – topic 6

Phonics and word knowledge

- Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779) – topic 6

- Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780) – topic 6

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – topics 1, 2, 3, 4, 5, 6
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – topics 1, 2, 3, 4, 5, 6
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) – topic 6

Interpreting, analysing, evaluation

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) – topic 5
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) – topic 5

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – topics 2, 3, 4, 5, 6
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – topics 2, 6
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – topics 2, 3, 4, 6

Mathematics

Number and place value

- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073) – topic 5
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074) – topic 4
- Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – topics 4, 5

Fractions and decimals

- Investigate equivalent fractions used in contexts (ACMNA077) – topic 2
- Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078) – topic 2
- Make connections between fractions and decimal notation Make connections between fractions and decimal notation (ACMNA079) – topics 2, 5

Money and financial mathematics

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) – topic 2

Patterns and algebra

- Explore and describe number patterns resulting from performing multiplication (ACMNA081) – topic 4
- Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082) – topic 4

Location and transformation

- Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) – topic 4

Data representation and interpretation

- Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) – topic 6
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – topic 6
- Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – topic 6

HASS

Researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – topics 1, 4, 6
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – topics 4, 6
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – topics 4, 6

Analysing

- Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – topics 4, 6

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – topics 3, 5, 6
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – topics 1, 3, 5, 6

Communicating and reflecting

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – topics 1, 6

- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – topics 3, 6

Civics and citizenship

- The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – topics 1, 4, 6
- The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHASSK092)
- People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093) – topic 3

Health and Physical Education

- Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040) – topic 3
- The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037) – topics 1, 6
- Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048) – topic 2
- Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050) – topics 2, 3

Unit mapping for general capabilities

No

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – topic 5
- 1.2 Navigate, read and view learning area texts – topics 5, 6
- 1.3 Listen and respond to learning area texts – topics 1, 2, 3, 4, 5
- 1.4 Interpret and analyse learning area texts – topics 3, 4, 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – topics 1, 2, 3, 5, 6
- 2.2 Compose spoken, written, visual and multimodal learning area texts – topics 1, 2, 3, 4, 5, 6
- 2.3 Use language to interact with others – topics 1, 2, 3, 4, 5, 6
- 2.4 Deliver presentations – topic 6

Text knowledge element

- 3.1 Use knowledge of text structures – topic 6
- 3.2 Use knowledge of text cohesion – topic 6

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – topic 6
- 4.2 Use knowledge of words and word groups – topic 6
- 4.3 Express opinion and point of view – topics 1, 2, 3, 6

Word knowledge element

- 5.1 Understand learning area vocabulary – topic 6
- 5.2 Use spelling knowledge – topic 6

Visual knowledge element

- 6.1 Understand how visual elements create meaning – topics 1, 3, 4, 5

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – topics 4, 5
- 1.2 Estimate and calculate – topics 2, 4, 5
- 1.3 Use money – topics 2, 4

Recognising and using patterns and relationships element

- 2.1 Recognise and use patterns and relationships – topic 4

Using fractions, decimals, percentages, ratios and rates element

- 3.1 Interpret proportional reasoning – topic 2

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – topic 4

Interpreting statistical information element

- 5.1 Interpret data displays – topic 6

Information and Communication Technology capability (ICT)

Investigating with ICT element

- 2.1 Define and plan information searches – topic 4
- 2.2 Locate, generate and access data and information – topic 4

Creating with ICT element

- 3.1 Generate ideas, plans and processes – topics 3, 6
- 3.2 Generate solutions to challenges and learning area tasks – topics 2, 3, 4, 6

Managing and operating ICT element

- 5.1 Select and use hardware and software – topics 2, 3, 4, 6

Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – topics 1, 4, 5, 6
- 1.3 Organise and process information – topics 4, 5, 6

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – topic 3
- 2.2 Consider alternatives – topics 3, 5
- 2.3 Seek solutions and put ideas into action – topics 2, 3, 5

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – topics 1, 2
- 3.2 Reflect on processes – topic 3
- 3.3 Transfer knowledge into new contexts – topics 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – topics 1, 2, 3, 5, 6
- 4.2 Draw conclusions and design a course of action – topics 2, 3, 6
- 4.3 Evaluate procedures and outcomes – topics 2, 3, 6

Personal social capability

Self-awareness element

- 1.1 Recognise emotions – topics 2, 3
- 1.2 Recognise personal qualities and achievements – topics 1, 3
- 1.4 Develop reflective practice – topics 1, 3

Self-management element

- 2.2 Develop self-discipline and set goals – topic 5

Social awareness element

- 3.1 Appreciate diverse perspectives – topics 1, 5, 6
- 3.2 Contribute to civil society – topics 1, 6
- 3.3 Understand relationships– topics 1, 2

Social management element

- 4.1 Communicate effectively – topics 1, 2
- 4.2 Work collaboratively – topics 1, 2, 3, 4, 5
- 4.3 Make decisions – topics 2, 3, 5
- 4.5 Develop leadership skills – topic 6

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – topics 2, 3
- 1.2 Explore ethical concepts in context – topics 2, 3

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – topics 2, 3
- 2.2 Consider consequences – topics 2, 3
- 2.3 Reflect on ethical action – topic 3

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – topics 3, 6
- 3.3 Consider points of view – topics 2, 3

Intercultural understanding

Recognising culture and developing respect element

- 1.1 Investigate culture and cultural identity – topic 1
- 1.3 Develop respect for cultural diversity – topics 1, 6

Interacting and empathising with others element

- 2.2 Consider and develop multiple perspectives – topics 5, 6
- 2.3 Empathise with others – topics 3, 6

Interacting with others element

- 3.2 Challenge stereotypes and prejudices – topic 1

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- Year 3 and Year 4 assessment

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Mapping for topic 1

Maps Paying It Forward, Year 3 and Year 4, Belonging and inclusion to the Western Australia syllabuses.

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Mapping for topic 1 Year 3

Mapping for topic 1 Year 4

Mapping for topic 1 general capabilities

Mapping for topic 1 Year 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 1 Year 3 and 4 \(PDF, 162KB\)](#) 

English

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 2, 3
- 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 (ACELY1792) – activities 1, 2, 3, 6

HASS

Inquiry and skills

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activity 3
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 2, 3

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activity 4

Civics and Citizenship

- Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) – activity 4

Health and Physical Education

- Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033) – activity 2

English

- Behaviours that show empathy and respect for others (ACPPS037) – activity 2

Mapping for topic 1 Year 4

English

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 1, 2, 3
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 2, 3, 6

HASS

Inquiry and skills

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activity 3

- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 2, 3
- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activity 4

Civics and citizenship

- The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – activity 5
- People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093) – activities 2, 4

Health and Physical Education

- The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037) – activity 2

Mapping for topic 1 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – activities 1, 2, 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activities 2, 4
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 2, 4
- 2.3 Use language to interact with others – activity 2

Grammar knowledge element

- 4.3 Express opinion and point of view – activity 3

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activities 2, 4

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 5

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – activity 6

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activity 3

Personal and social capability

Self-awareness element

- 1.2 Recognise personal qualities and achievements – activities 1, 2
- 1.4 Develop reflective practice – activity 2

Social awareness element

- 3.1 Appreciate diverse perspectives – activity 2
- 3.2 Contribute to civil society – activity 4
- 3.3 Understand relationships – activity 2

Social management element

- 4.1 Communicate effectively – activity 2
- 4.2 Work collaboratively – activity 2

Intercultural understanding

Recognising culture and developing respect element

- 1.1 Investigate culture and cultural identity – activity 2

- 1.3 Develop respect for cultural diversity – activity 2

Interacting with others element

- 3.2 Challenge stereotypes and prejudices – activity 2

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- Year 3 and Year 4 assessment

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Mapping for topic 2

Maps Paying It Forward, Year 3 and Year 4, Fairness and equity to the Western Australia syllabuses.

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Mapping for topic 2 Year 3

Mapping for topic 2 Year 4

Mapping for topic 2 general capabilities

Mapping for topic 2 Year 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 2 Year 3 and 4 \(PDF, 197KB\)](#) [↗](#)

English

Language for interaction

- 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 (ACELA1476) – activity 4

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 2, 4, 7
- 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 (ACELY1792) – activity 4

Creating texts

- 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 (ACELY1682) – activity 8
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – activity 8
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activity 8

Mathematics

- Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058) – activities 5, 6
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) – activity 4

Health and Physical Education

- Cooperation skills to ensure everyone is included in all physical activities (ACPMP048) – activities 3, 4
- Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050) – activity 3

Mapping for topic 2 Year 4

English

Language for interaction

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 1, 4

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 4, 7
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 4

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 8
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – activity 8
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 8

Mathematics

- Investigate equivalent fractions used in contexts (ACMNA077) – activity 5
- Make connections between fractions and decimal notation (ACMNA079) – activity 5

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) – activity 4

Health and Physical Education

- Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048) – activities 3, 4
- Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050) – activity 3

Mapping for topic 2 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – activities 2, 3, 7, 8

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 8
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 8
- 2.3 Use language to interact with others – activities 1, 7

Grammar knowledge element

- 4.3 Express opinion and point of view – activity 8

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 5, 6
- 1.2 Estimate and calculate – activity 4
- 1.3 Use money – activity 4

Using fractions, decimals, percentages, ratios and rates element

- 3.2 Interpret proportional reasoning – activity 4

Information and Communication Technology capability (ICT)

Creating with ICT element

- 3.2 Generate solutions to challenges and learning area tasks – activity 8

Managing and operating ICT element

- 5.1 Select and use hardware and software – activity 8

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.3 Seek solutions and put ideas into action – activities 4, 8

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – activity 4
- 3.3 Transfer knowledge into new contexts – activities 5, 8

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activities 7, 8
- 4.2 Draw conclusions and design a course of action – activities 5, 7
- 4.3 Evaluate procedures and outcomes – activity 5

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activity 8

Social awareness element

- 3.3 Understand relationships – activity 8

Social management element

- 4.1 Communicate effectively – activity 1

- 4.2 Work collaboratively – activities 1, 4, 7
- 4.3 Make decisions – activities 4, 7

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 1, 2, 3, 4, 5, 7, 8
- 1.2 Explore ethical concepts in context – activities 2, 3, 4, 7, 8

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activities 7, 9
- 2.2 Consider consequences – activities 7, 9

Exploring values, rights and responsibilities element

- 3.3 Consider points of view – activities 3, 7

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Mapping for topic 3

Maps Paying It Forward, Year 3 and Year 4, Rights, rules and responsibilities to the Western Australia syllabuses.

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Mapping for topic 3 Year 3

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Mapping for topic 3 general capabilities

Mapping for topic 3 Year 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 3 Year 3 and 4 \(PDF, 177KB\)](#) 

English

Language for interaction

- 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 (ACELA1476) – activities 2, 4, 5

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 2, 5, 7
- 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 (ACELY1792) – activities 2, 4, 5

Creating texts

- 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 (ACELY1682) – activity 3
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activity 3

HASS

Inquiry and skills

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 5, 7
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions,

plan for action in groups) (WAHASS36) – activities 2, 5, 6, 7

- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 3, 5
- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 3, 5, 6, 7

Civics and citizenship

- Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) – activity 5
- Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) – activities 6, 7

Health and Physical Education

- Actions in daily routines that promote health, safety and wellbeing: healthy eating appropriate levels of physical activity (ACPPS036) – activity 3
- Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050) – activity 4

Mapping for topic 3 Year 4

English

Language for interaction

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 2, 5, 7

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 1, 2, 4, 5, 7

- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 2, 4, 5

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 3
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 3

HASS

Inquiry and skills

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 5, 7
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 2, 5, 6, 7
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 3, 5
- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 3, 5, 7

Civics and citizenship

- The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHASSK092) – activities 6, 7

Health and Physical Education

- Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040) – activity 3
- Basic rules and scoring systems to keep physical activities safe and fair (ACPMP050) – activity 4

Mapping for topic 3 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – activities 1, 4, 8
- 1.4 Interpret and analyse learning area texts – activity 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activities 3, 5, 6, 8
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 3, 5, 6, 8
- 2.3 Use language to interact with others – activities 2, 4, 5, 8

Grammar knowledge element

- 4.3 Express opinion and point of view – activity 8

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activity 3

Information and Communication Technology capability (ICT)

Creating with ICT element

- 3.1 Generate ideas, plans and processes – activity 7
- 3.2 Generate solutions to challenges and learning area tasks – activities 3, 7

Managing and operating ICT element

- 5.1 Select and use hardware and software – activities 3, 7

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activities 5, 8
- 2.2 Consider alternatives – activity 5
- 2.3 Seek solutions and put ideas into action – activity 5

Reflecting on thinking and processes element

- 3.2 Reflect on processes – activity 5
- 3.3 Transfer knowledge into new contexts – activity 8

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activities 5, 6, 8
- 4.2 Draw conclusions and design a course of action – activity 5
- 4.3 Evaluate procedures and outcomes – activity 5

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activity 4
- 1.2 Recognise personal qualities and achievements – activity 8
- 1.4 Develop reflective practice – activity 8

Social management element

- 4.2 Work collaboratively – activities 2, 4, 5, 8
- 4.3 Make decisions – activity 5

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 4, 5, 6
- 1.2 Explore ethical concepts in context – activity 5

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activity 5
- 2.2 Consider consequences – activities 5, 6, 7
- 2.3 Reflect on ethical action – activity 5

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – activities 1, 2, 3
- 3.3 Consider points of view – activities 5, 7

Intercultural understanding

Interacting and empathising with others element

- 2.3 Empathise with others – activity 2

Return to:

- Year 3 and Year 4 assessment

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Mapping for topic 4

Maps Paying It Forward, Year 3 and Year 4, Government services in our community to the Western Australia syllabuses.

Last updated 17 March 2025


On this page

Mapping for topic 4 Year 3

Mapping for topic 4 Year 4

Mapping for topic 4 general capabilities

Mapping for topic 4 Year 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 4 Year 3 and 4 \(PDF, 186KB\)](#) 

English

Language for interaction

- 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 (ACELA1476) – activity 4

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 4
- 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 (ACELY1792) – activities 1, 4

Creating texts

- 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 (ACELY1682) – activities 3, 7
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activity 3

Mathematics

- Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) – activity 6
- Create and interpret simple grid maps to show position and pathways (ACMMG065) – activity 6

HASS

Inquiry and skills

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activities 4, 5
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) – activity 5

Mapping for topic 4 Year 4

English

Language for interaction

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activity 4

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activity 1
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 4, 7

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activities 2, 7

- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activity 2

Mathematics

- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074) – activity 6
- Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – activity 6
- Explore and describe number patterns resulting from performing multiplication (ACMNA081) – activity 6
- Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082) – activity 6
- Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) – activity 6

HASS

Inquiry and skills

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activities 4, 5
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) – activity 5

Civics and citizenship

- The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – activities 1, 4, 5, 6, 7

Mapping for topic 4 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – activity 1
- 1.4 Interpret and analyse learning area texts – activity 1

Composing texts through listening, reading, and viewing element

- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 1
- 2.3 Use language to interact with others – activities 4, 6, 7

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activity 3

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activity 6
- 1.2 Estimate and calculate – activity 6
- 1.3 Use money – activity 6

Recognising and using patterns and relationships element

- 2.1 Recognise and use patterns and relationships – activity 5

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – activity 5

Information and Communication Technology capability

Investigating with ICT element

- 2.1 Define and plan information searches – activity 5
- 2.2 Locate, generate and access data and information – activity 5

Creating with ICT element

- 3.2 Generate solutions to challenges and learning area tasks – activity 3

Managing and operating ICT element

- 5.1 Select and use hardware and software – activity 3

Critical creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 5
- 1.3 Organise and process information – activity 4

Personal social capability

Social management element

- 4.2 Work collaboratively – activity 4

Return to:

- Year 3 and Year 4 assessment

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Mapping for topic 5

Maps Paying It Forward, Year 3 and Year 4, Savings and budgets to the Western Australia syllabuses.


Last updated 17 March 2025

On this page

Mapping for topic 5 Year 3

Mapping for topic 5 Year 4

Mapping for topic 5 Year 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 5 Year 3 and 4 \(PDF, 184KB\)](#) 

English

Language for interaction

- 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 (ACELA1476) – activities 3, 8

Text structure and organisation

- 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) (ACELA1478) – activity 7

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 3, 4, 8
- 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 (ACELY1792) – activities 3, 4, 7

Interpreting, analysing, evaluation

- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) – activity 7
- 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 (ACELY1680) – activity 7

Creating texts

- 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 (ACELY1682) – activity 7

Mathematics

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) – activity 6
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) – activity 6

HASS

Inquiry and skills

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 3, 4
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 1, 2, 3, 4

Mapping for topic 5 Year 4

English

Language for interaction

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) – activities 3, 4, 7, 8

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and

extend ideas and information (ACELY1687) – activities 2, 3, 4, 6, 8

- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 3, 4, 7

Interpreting, analysing, evaluation

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) – activity 6
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) – activity 6

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 6

Mathematics

- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073) – activity 5
- Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) – activity 6
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079) – activity 6

HASS

Inquiry and skills

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 3, 4

- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 1, 2, 3, 4
- Draw simple conclusions based on analysis of information and data (ACHASSI079) – activities 3, 4
- Interact with others with respect to share points of view (ACHASSI080) – activity 3

Mapping for topic 5 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

1.1 Comprehend texts – activities 4, 7

- 1.2 Navigate, read and view learning area texts – activities 4, 7
- 1.3 Listen and respond to learning area texts – activity 7
- 1.4 Interpret and analyse learning area texts – activities 4, 7, 8

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 7
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 2, 7
- 2.3 Use language to interact with others – activities 3, 7

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – activity 4

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activities 7, 8

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 4, 6
- 1.2 Estimate and calculate – activities 4, 6
- 1.3 Use money – activities 4, 6

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 9
- 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

- 2.2 Consider alternatives – activity 2
- 2.3 Seek solutions and put ideas into action – activity 2

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activity 2

Personal and social capability

Self-management element

- 2.2 Develop self-discipline and set goals – activities 1, 2

Social awareness element

- 3.1 Appreciate diverse perspectives – activity 3

Social management element

- 4.2 Work collaboratively – activities 3, 7, 8
- 4.3 Make decisions – activity 3

Intercultural understanding

Interacting and empathising with others element

- 2.2 Consider and develop multiple perspectives – activity 3

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activities 4, 7
- 1.2 Navigate, read and view learning area texts – activities 4, 7
- 1.3 Listen and respond to learning area texts – activity 7
- 1.4 Interpret and analyse learning area texts – activities 4, 7, 8

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 7
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 2, 7
- 2.3 Use language to interact with others – activities 3, 7

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – activity 4

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activities 7, 8

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 4, 7
- 1.2 Estimate and calculate – activities 4, 7

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 9
- 1.3 Organise and process information – activity 3

Generating ideas, possibilities and actions element

- 2.2 Consider alternatives – activity 2

- 2.3 Seek solutions and put ideas into action – activity 2

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activity 2

Personal and social capability

Self-management element

- 2.2 Develop self-discipline and set goals – activities 1, 2

Social awareness element

- 3.1 Appreciate diverse perspectives – activity 3

Social management element

- 4.2 Work collaboratively – activities 3, 7, 8
- 4.3 Make decisions – activity 3

Intercultural understanding

Interacting and empathising with others element

- 2.2 Consider and develop multiple perspectives – activity 3

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- Year 3 and Year 4 assessment

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Mapping for topic 6

Maps Paying It Forward, Year 3 and Year 4, Improving my community to the Western Australia syllabuses.

Last updated 17 March 2025


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Mapping for topic 6 Year 3

Mapping for topic 6 Year 4

Mapping for topic 6 general capabilities

Mapping for topic 6 Year 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Western Australia syllabuses mapping for topic 6 Year 3 and 4 \(PDF, 184KB\)](#) 

English

Text structure and organisation

- Understand that paragraphs are a key organisational feature of written texts (ACELA1479) – activity 3

Expressing and developing ideas

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) – activity 3

Phonics and word knowledge

- Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) – activity 3
- Recognise and know how to write most high frequency words including some homophones (ACELA1486) – activity 3

Interacting with others

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) – activities 1, 4
- 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 (ACELY1792) – activities 1, 4

- Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) – activity 6

Creating texts

- 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 (ACELY1682) – activity 3
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) – activity 3
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) – activities 3, 5

Mathematics

- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) – activity 1
- 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 (ACMSP069) – activity 1
- Interpret and compare data displays (ACMSP070) – activity 1

HASS

Inquiry and skills

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – activity 1
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activity 1
- Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – activity 1

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 1, 4
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 4, 5
- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 1, 3, 6
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 5, 6

Civics and citizenship

- Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) – activity 1
- Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) – activities 5, 6

Health and Physical Education

- Behaviours that show empathy and respect for others (ACPPS037) – activity 4

Mapping for topic 6 Year 4

English

Text structure and organisation

- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) – activity 3
- Expressing and developing ideas Understand that the meaning of sentences can be enriched through the use of noun groups/

phrases and verb groups/phrases and prepositional phrases
(ACELA1493) – activity 3

Phonics and word knowledge

- Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779) – activity 3
- Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780) – activity 3

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) – activities 2, 4
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) – activities 1, 4
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) – activity 6

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) – activity 3
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) – activity 3
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) – activities 3, 5

Mathematics

- Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) – activity 1
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096) – activity 1
- Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) – activity 1

HASS

Inquiry and skills

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) – activities 1, 2
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28) – activity 1
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29) – activity 1
- Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040) – activity 1
- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35) – activities 1, 2, 4
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36) – activities 4, 5
- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – activities 1, 3, 6
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39) – activities 5, 6

Civics and citizenship

- The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091) – activities 1, 2, 3, 5

Health and Physical Education

- The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037) – activity 4

Mapping for topic 6 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activity 3
- 1.2 Navigate, read and view learning area texts – activity 3
- 1.3 Listen and respond to learning area texts – activities 3, 5
- 1.4 Interpret and analyse learning area texts – activity 3

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 3
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 3
- 2.3 Use language to interact with others – activities 1, 4
- 2.4 Deliver presentations – activity 6

Text knowledge element

- 3.1 Use knowledge of text structures – activity 3
- 3.2 Use knowledge of text cohesion – activity 3

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – activity 3
- 4.2 Use knowledge of words and word groups – activity 3

- 4.3 Express opinion and point of view – activity 3

Word knowledge element

- 5.1 Understand learning area vocabulary – activity 3
- 5.2 Use spelling knowledge – activity 3

Numeracy

Interpreting statistical information element

- 5.1 Interpret data displays – activity 1

Information and Communication Technology capability (ICT)

Creating with ICT element

- 3.1 Generate ideas, plans and processes – activity 5
- 3.2 Generate solutions to challenges and learning area tasks – activities 3, 5

Managing and operating ICT element

- 5.1 Select and use hardware and software – activities 3, 5, 6

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 2
- 1.3 Organise and process information – activity 2

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activities 2, 3
- 2.3 Seek solutions and put ideas into action – activity 3

Reflecting on thinking and processes element

- 3.2 Reflect on processes – activity 6
- 3.3 Transfer knowledge into new contexts – activity 2

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activity 3
- 4.2 Draw conclusions and design a course of action – activities 2, 5
- 4.3 Evaluate procedures and outcomes – activity 6

Personal and social capability

Social awareness element

- 3.1 Appreciate diverse perspectives
- 3.2 Contribute to civil society

Social management element

- 4.5 Develop leadership skills – activity 5

Ethical understanding

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – activity 4

Intercultural understanding

Recognising culture and developing respect element

- 1.3 Develop respect for cultural diversity – activity 4

Interacting and empathising with others element

- 2.2 Consider and develop multiple perspectives – activity 4
- 2.3 Empathise with others – activity 4

Return to:

- Year 3 and Year 4 assessment

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