

The Arts

Achievement Objective
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Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.

Learning area: The Arts
Curriculum level: 3
Component: Dance
Strand: Communicating and Interpreting

Prepare and share dance movement individually and in pairs or groups.

Learning area: The Arts
Curriculum level: 3
Component: Dance
Strand: Communicating and Interpreting

Prepare and present brief performance of music, using performance skills and techniques.

Learning area: The Arts
Curriculum level: 3
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

Learning area: The Arts
Curriculum level: 3
Component: Drama
Strand: Communicating and Interpreting

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Describe the ideas their own and others' objects and images communicate.

Learning area: The Arts
Curriculum level: 3
Component: Visual Arts
Strand: Communicating and Interpreting

Respond to and reflect on live and recorded music.

Learning area: The Arts
Curriculum level: 3
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Initiate and develop ideas with others to create drama.

Learning area: The Arts
Curriculum level: 3
Component: Drama
Strand: Developing Ideas

Select and combine dance elements in response to a variety of stimuli.

Learning area: The Arts
Curriculum level: 3
Component: Dance
Strand: Developing Ideas

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Represent sound and musical ideas in a variety of ways.

Learning area: The Arts
Curriculum level: 3
Component: Music – Sound Arts
Strand: Developing Ideas

Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.

Learning area: The Arts
Curriculum level: 3
Component: Music – Sound Arts
Strand: Developing Ideas

Use the dance elements to develop and share their personal movement vocabulary.

Learning area: The Arts
Curriculum level: 3
Component: Dance
Strand: Developing Practical Knowledge

Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

Learning area: The Arts
Curriculum level: 3
Component: Visual Arts
Strand: Developing Ideas

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Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.

Learning area: The Arts
Curriculum level: 3
Component: Music – Sound Arts
Strand: Developing Practical Knowledge

Use techniques and relevant technologies to explore drama elements and conventions.

Learning area: The Arts
Curriculum level: 3
Component: Drama
Strand: Developing Practical Knowledge

Explore and describe dances from a variety of cultures.

Learning area: The Arts
Curriculum level: 3
Component: Dance
Strand: Understanding the Arts in Context

Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

Learning area: The Arts
Curriculum level: 3
Component: Visual Arts
Strand: Developing Practical Knowledge

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Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Learning area: The Arts
Curriculum level: 3
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Investigate the functions and purposes of drama in cultural and historical contexts.

Learning area: The Arts
Curriculum level: 3
Component: Drama
Strand: Understanding the Arts in Context

Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Learning area: The Arts
Curriculum level: 3
Component: Visual Arts
Strand: Understanding the Arts in Context

Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.

Learning area: The Arts
Curriculum level: 3
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

English

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Show a developing understanding of how language features are used for effect within and across texts.

indicators:

identifies oral, written, and visual language features used in texts and recognises their effects;

uses an increasing vocabulary to make meaning; shows an increasing knowledge of how a range of text conventions can be used appropriately; knows that authors have different voices and styles and can identify some of these differences.

Learning area: English

Curriculum level: 3

Component: Listening, Reading, and Viewing

Strand: Language features

Show a developing understanding of ideas within, across, and beyond texts.

indicators:

uses their personal experience and world and literacy knowledge confidently to make meaning from texts;

makes meaning of increasingly complex texts by

identifying main and subsidiary ideas in them;

starts to make connections by thinking about underlying ideas in and between texts;

recognises that there may be more than one reading available within a text;

makes and supports inferences from texts with increasing independence.

Learning area: English

Curriculum level: 3

Component: Listening, Reading, and Viewing

Strand: Ideas

Show a developing understanding of how texts are shaped for different purposes and audiences.

indicators:

recognises and understands how texts are constructed for a range of purposes, audiences, and situations;

identifies particular points of view and begins to recognise that texts can position a reader; evaluates the reliability and usefulness of texts with increasing confidence.

Learning area: English

Curriculum level: 3

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

indicators:

selects and reads texts for enjoyment and personal fulfilment;

recognises and understands the connections between oral, written, and visual language;

integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts;

selects and uses a range of processing and comprehension strategies with growing understanding and confidence;

thinks critically about texts with developing confidence;

monitors, self evaluates, and describes progress with growing confidence.

Learning area: English

Curriculum level: 3

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

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Select, form, and communicate ideas on a range of topics.

indicators:

forms and expresses ideas and information with increased clarity, drawing on a range of sources; adds or changes details and comments to support ideas, showing some selectivity in the process;

ideas suggest awareness of a range of dimensions or viewpoints.

Learning area: English

Curriculum level: 3

Component: Speaking, Writing, Presenting

Strand: Ideas

Organise texts, using a range of appropriate structures.

indicators:

understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning;

identifies a range of text forms and recognises some of their characteristics and conventions.

Learning area: English

Curriculum level: 3

Component: Listening, Reading, and Viewing

Strand: Structure

Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

indicators:

uses a developing understanding of the connections between oral, written, and visual language when creating texts;

creates a range of texts by integrating sources of information and processing strategies with developing confidence;

seeks feedback and makes changes to texts to improve clarity, meaning, and effect;

is reflective about the production of own texts: monitors and self evaluates progress, articulating learning with growing confidence.

Learning area: English

Curriculum level: 3

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Use language features appropriately, showing a developing understanding of their effects.

indicators:

uses oral, written, and visual language features to create meaning and effect and engage interest;

uses a range of vocabulary to communicate meaning;

demonstrates good understanding of all basic spelling patterns and sounds in written English;

uses an increasing range of strategies to self monitor and self correct spelling;

writes legibly, fluently, and with ease when creating texts;

uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.

Learning area: English

Curriculum level: 3

Component: Speaking, Writing, Presenting

Strand: Language features

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Health and Physical Education

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Organise texts, using a range of appropriate structures.
indicators:
organises written ideas into paragraphs with increasing confidence;
organises and sequences ideas and information with increasing confidence;
uses a variety of sentence structures, beginnings, and lengths.

Learning area: English
Curriculum level: 3
Component: Speaking, Writing, Presenting
Strand: Structure

Show a developing understanding of how to shape texts for different purposes and audiences.
indicators:
constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form;
conveys and sustains personal voice where appropriate.

Learning area: English
Curriculum level: 3
Component: Speaking, Writing, Presenting
Strand: Purposes and audiences

Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Healthy Communities and Environments
Strand: People and the environment

Participate in communal events and describe how such events enhance the well-being of the community.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Healthy Communities and Environments
Strand: Community resources

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Identify how health care and physical activity practices are influenced by community and environmental factors.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Healthy Communities and Environments
Strand: Societal attitudes and values

Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Healthy Communities and Environments
Strand: Rights, responsibilities, and laws

Develop more complex movement sequences and strategies in a range of situations.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Movement Concepts and Motor Skills
Strand: Movement skills

Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behaviour and the quality of the experience.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Movement Concepts and Motor Skills
Strand: Challenges and social and cultural factors

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Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Movement Concepts and Motor Skills
Strand: Science and technology

Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Movement Concepts and Motor Skills
Strand: Positive attitudes

Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Personal Health and Physical Development
Strand: Personal identity

Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Personal Health and Physical Development
Strand: Personal growth and development

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Identify risks and their causes and describe safe practices to manage these.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Personal Health and Physical Development
Strand: Safety management

Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Personal Health and Physical Development
Strand: Regular physical activity

Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Relationships with Other People
Strand: Interpersonal skills

Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Relationships with Other People
Strand: Identity, sensitivity, and respect

Health and Physical Education

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Learning Languages

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Express and respond to personal needs and interests.

Learning area: Learning Languages
Curriculum level: 3
Component: Communication
Strand: Managing self and relating to others

Identify and compare ways of establishing relationships and managing changing relationships.

Learning area: Health and Physical Education
Curriculum level: 3
Component: Relationships with Other People
Strand: Relationships

Understand and produce information and ideas.

Learning area: Learning Languages
Curriculum level: 3
Component: Communication
Strand: Selecting and using language, symbols, and texts to communicate

Use cultural knowledge to communicate appropriately.

Learning area: Learning Languages
Curriculum level: 3
Component: Communication
Strand: Participating and contributing in communities

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Compare and contrast cultural practices.

Learning area: Learning Languages
Curriculum level: 3
Component: Cultural Knowledge
Strand: N/A

Recognise and describe ways in which the target culture(s) is (are) organised.

Learning area: Learning Languages
Curriculum level: 3
Component: Cultural Knowledge
Strand: N/A

Compare and contrast languages.

Learning area: Learning Languages
Curriculum level: 3
Component: Language Knowledge
Strand: N/A

Recognise and describe ways in which the target language is organised.

Learning area: Learning Languages
Curriculum level: 3
Component: Language Knowledge
Strand: N/A

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Find areas of rectangles and volumes of cuboids by applying multiplication.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Geometry and Measurement
Strand: Measurement

Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Geometry and Measurement
Strand: Measurement

Classify plane shapes and prisms by their spatial features.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Geometry and Measurement
Strand: Shape

Use a co-ordinate system or the language of direction and distance to specify locations and describe paths.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Geometry and Measurement
Strand: Position and Orientation

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Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object on to another.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Geometry and Measurement
Strand: Transformation

Represent objects with drawings and models.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Geometry and Measurement
Strand: Shape

Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Number strategies

Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Equations and expressions

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Know counting sequences for whole numbers.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Number knowledge

Know basic multiplication and division facts.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Number knowledge

Know fractions and percentages in everyday use.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Number knowledge

Know how many tenths, tens, hundreds, and thousands are in whole numbers.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Number knowledge

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Connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Patterns and relationships

Generalise the properties of addition and subtraction with whole numbers.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Number and Algebra
Strand: Patterns and relationships

Conduct investigations using the statistical enquiry cycle:
gathering, sorting, and displaying multivariate category and whole number data and simple time-series data to answer questions;
identifying patterns and trends in context, within and between data sets;
communicating findings, using data displays.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Statistics
Strand: Statistical Investigation

Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Statistics
Strand: Probability

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Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Learning area: Science
Curriculum level: 3
Component: Living World
Strand: Ecology

Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others.

Learning area: Mathematics and Statistics
Curriculum level: 3
Component: Statistics
Strand: Statistical Literacy

Begin to group plants, animals, and other living things into science-based classifications.

Learning area: Science
Curriculum level: 3
Component: Living World
Strand: Evolution

Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.

Learning area: Science
Curriculum level: 3
Component: Living World
Strand: Evolution

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Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.

Learning area: Science
Curriculum level: 3
Component: Material World
Strand: Chemistry and society

Recognise that there are life processes common to all living things and that these occur in different ways.

Learning area: Science
Curriculum level: 3
Component: Living World
Strand: Life processes

Compare chemical and physical changes.

Learning area: Science
Curriculum level: 3
Component: Material World
Strand: Properties and changes of matter

Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.

Learning area: Science
Curriculum level: 3
Component: Material World
Strand: Properties and changes of matter

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Begin to use a range of scientific symbols, conventions, and vocabulary.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Communicating in science

Build on prior experiences, working together to share and examine their own and others' knowledge.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Investigating in science

Identify ways in which scientists work together and provide evidence to support their ideas.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Understanding about science

Engage with a range of science texts and begin to question the purposes for which these texts are constructed.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Communicating in science

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Use their growing science knowledge when considering issues of concern to them.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Participating and contributing

Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Investigating in science

Appreciate that science is a way of explaining the world and that science knowledge changes over time.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Understanding about science

Explore various aspects of an issue and make decisions about possible actions.

Learning area: Science
Curriculum level: 3
Component: Nature of Science
Strand: Participating and contributing

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Investigate the components of the solar system, developing an appreciation of the distances between them.

Learning area: Science
Curriculum level: 3
Component: Planet Earth and Beyond
Strand: Astronomical systems

Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.

Learning area: Science
Curriculum level: 3
Component: Physical World
Strand: Physical inquiry and physics concepts

Investigate the water cycle and its effect on climate, landforms, and life.

Learning area: Science
Curriculum level: 3
Component: Planet Earth and Beyond
Strand: Interacting systems

Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.

Learning area: Science
Curriculum level: 3
Component: Planet Earth and Beyond
Strand: Earth systems

Social Sciences

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DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Understand how cultural practices vary but reflect similar purposes.

Learning area: Social Sciences
Curriculum level: 3
Component: Social Studies
Strand: N/A

Understand how groups make and implement rules and laws.

Learning area: Social Sciences
Curriculum level: 3
Component: Social Studies
Strand: N/A

Understand how people make decisions about access to and use of resources.

Learning area: Social Sciences
Curriculum level: 3
Component: Social Studies
Strand: N/A

Understand how people view and use places differently.

Learning area: Social Sciences
Curriculum level: 3
Component: Social Studies
Strand: N/A

Social Sciences

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.

Learning area: Social Sciences
Curriculum level: 3
Component: Social Studies
Strand: N/A

Understand how people remember and record the past in different ways.

Learning area: Social Sciences
Curriculum level: 3
Component: Social Studies
Strand: N/A

Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities and that prototypes can be used to evaluate the fitness of technological outcomes for further development.

Learning area: Technology
Curriculum level: 3
Component: Technological Knowledge
Strand: Technological modelling

Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Learning area: Social Sciences
Curriculum level: 3
Component: Social Studies
Strand: N/A

Technology

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
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Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Understand that technological systems are represented by symbolic language tools and understand the role played by the “black box” in technological systems.

Learning area: Technology
Curriculum level: 3
Component: Technological Knowledge
Strand: Technological systems

Understand the relationship between the materials used and their performance properties in technological products.

Learning area: Technology
Curriculum level: 3
Component: Technological Knowledge
Strand: Technological products

Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function.

Learning area: Technology
Curriculum level: 3
Component: Nature of Technology
Strand: Characteristics of technology

Understand that technological outcomes are recognisable as fit for purpose by the relationship between their physical and functional natures.

Learning area: Technology
Curriculum level: 3
Component: Nature of Technology
Strand: Characteristics of technological outcomes

Technology

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 3

Learning Area Cards
DTHM for kaiako

Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

Learning area: Technology
Curriculum level: 3
Component: Technological Practice
Strand: Brief development

Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

Learning area: Technology
Curriculum level: 3
Component: Technological Practice
Strand: Outcome development and evaluation

Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

Learning area: Technology
Curriculum level: 3
Component: Technological Practice
Strand: Planning for practice