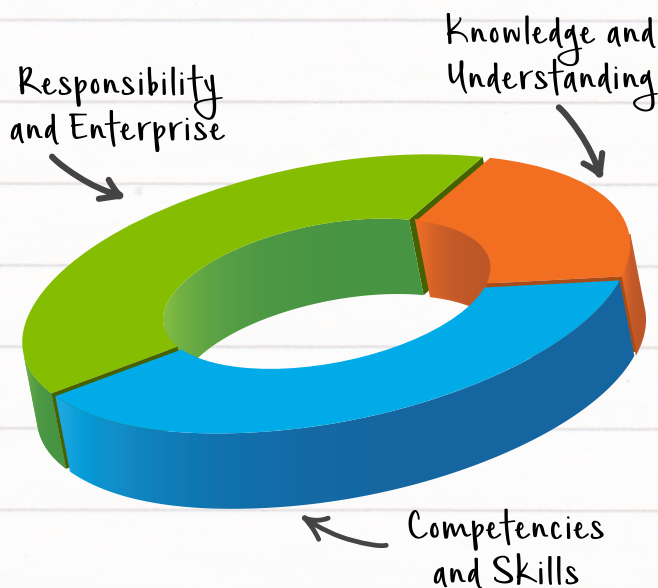


# CONSUMER AND FINANCIAL LITERACY: YEAR 3

## STUDENT EXPERIENCE

The diverse circumstances in which children grow up influence their needs, wants, perceptions and behaviours related to financial and consumer matters. Typically, at age eight to nine, parents regulate how children manage their needs and wants within their family's unique circumstances. Typically, children's social worlds are expanding, as is their exposure to texts, symbols and media. They are influenced by immediate needs and wants, including toys, play and social experiences, which are most likely to be influenced by family, television and digital devices. They may have a simple savings system, negotiate chores or trade-offs for money, and be taken to the point of purchase. They may create short-term enterprises to generate immediate money. Often, children are encouraged to save for small items, and are guided on what to consider when making preferences. Children's increasing social and digital worlds create risks, and typically, adults guide children to consider factors in consumer and financial matters.

Year 3 supports students to develop the three dimensions of learning that underpin consumer and financial education in the Australian context.



Approximate proportion of dimensions addressed in Year 3



View ASIC's units of work and digital activities here

## LINKS TO RESOURCES

ASIC's MoneySmart Teaching provides both digital activities and units of work that support the teaching and learning of consumer and financial literacy in this year. These can be accessed through the [Australian Curriculum Connections website](#) and [ASIC's MoneySmart Teaching website](#).

# KNOWLEDGE AND UNDERSTANDING

## LEARNING AREAS

### English

- 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)
- 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)

### HASS

#### Humanities and Social Sciences

- Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)

### Science

- Science knowledge helps people to understand the effect of their actions (ACSHE051)

### DT

(By the end of Year 4)

#### Digital Technologies

- Recognise different types of data and explore how the same data can be represented in different ways (ACTDIK008)

### D&T

(By the end of Year 4)

#### Design and Technologies

- Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)

### HPE

(By the end of Year 4)

#### Health and Physical Education

- Investigate how emotional responses vary in depth and strength (ACPPS038)

## GENERAL CAPABILITIES

### Numeracy

(By the end of Year 4)

- Model, represent, order and use numbers up to five digits
- Visualise, describe and order tenths, hundredths, 1-place and 2-place decimals
- Describe possible outcomes from chance experiments using informal chance language and recognising variations in results

### ICT

(By the end of Year 4)

#### Information and Communication Technology Capability

- Understand that computer-mediated communications are directed to an audience for a purpose
- Identify the value and role of ICT use at home and school

### PSC

(By the end of Year 4)

#### Personal and Social Capability

- Describe the influence that people, situations and events have on their emotions
- Describe personal strengths and challenges and identify skills they wish to develop

### EU

(By the end of Year 4)

#### Ethical Understanding

- Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes
- Discuss actions taken in a range of contexts that include an ethical dimension
- Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions



# COMPETENCIES/SKILLS

## LEARNING AREAS

### English

- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)
- 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)

### Science

- Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSI057)
- Compare results with predictions, suggesting possible reasons for findings (ACSI0215)
- Reflect on investigations, including whether a test was fair or not (ACSI058)
- Represent and communicate observations, ideas and findings using formal and informal representations (ACSI060)

### D&T (By the end of Year 4)

#### Design and Technologies

- Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)
- Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)
- Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)
- Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016)

### HPE

#### Health and Physical Education

- Discuss and interpret health information and messages in the media and internet (ACPPS039)
- Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)

### Mathematics

- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)
- 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)
- Interpret and compare data displays (ACMSP070)

### HASS

#### Humanities and Social Sciences

- Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)
- Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)
- Draw simple conclusions based on analysis of information and data (ACHASSI058)
- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)

### DT (By the end of Year 4)

#### Digital Technologies

- Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)

# GENERAL CAPABILITIES

## Literacy

(By the end of Year 4)

- Navigate, read and view different types of texts with illustrations and more detailed graphics
- Listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud
- Interpret literal information and make inferences to expand topic knowledge using comprehension strategies
- Compose and edit a range of learning area texts
- Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts
- Plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements
- Use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts
- Differentiate between the language of opinion and feeling and the language of factual reporting or recording
- Use growing subject-specific vocabulary to read, discuss and write about learning area topics
- Identify the effects of choices in the construction of images, including framing and composition

## PSC

(By the end of Year 4)

### Personal and Social Capability

- Identify communication skills that enhance relationships for particular groups and purposes
- Identify a range of conflict resolution strategies to negotiate positive outcomes to problems

## EU

(By the end of Year 4)

### Ethical Understanding

- Consider whether having a conscience leads to ways of acting ethically in different scenarios

## IU

(By the end of Year 4)

### Intercultural Understanding

- Explain the dangers of making generalisations about individuals and groups

## Numeracy

(By the end of Year 4)

- Estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts
- Estimate the change from simple purchases
- Identify and describe trends in everyday patterns
- Solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals
- Collect, record and display data as tables, diagrams, picture graphs and column graphs

## ICT

(By the end of Year 4)

### Information and Communication Technology Capability

- Explain why located data or information was selected

## CCT

(By the end of Year 4)

### Critical and Creative Thinking

- Identify main ideas and select and clarify information from a range of sources
- Collect, compare and categorise facts and opinions found in a widening range of sources
- Identify and apply appropriate reasoning and thinking strategies for particular outcomes

In this year, students build on their knowledge, understandings and skills and are able to apply these to familiar consumer and financial contexts, such as completing simple transactions and calculating change. They comprehend everyday texts related to consumer and financial matters, such as advertisements.





# RESPONSIBILITY AND ENTERPRISE

## LEARNING AREAS

### Mathematics

- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)

### D&T (By the end of Year 4)

#### Design and Technologies

- Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)
- Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)
- Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)
- Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)

### Science

- With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS053)
- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSIS054)
- Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (ACSIS055)

### HASS

#### Humanities and Social Sciences

- Pose questions to investigate people, events, places and issues (ACHASSI052)
- Locate and collect information and data from different sources, including observations (ACHASSI053)
- Interact with others with respect to share points of view (ACHASSI059)
- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)
- Why people participate within communities and how students can actively participate and contribute (ACHASSK072)

### DT (By the end of Year 4)

#### Digital Technologies

- Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)
- Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)

### HPE

#### Health and Physical Education

- Explore how success, challenge and failure strengthen identities (ACPPS033)
- Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

## GENERAL CAPABILITIES

### ICT (By the end of Year 4)

#### Information and Communication Technology

- Acknowledge when they use digital products created by someone else, and start to indicate the source
- Independently apply standard guidelines and techniques for particular digital systems to secure digital information
- Apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences
- Use ICT to plan an information search or generation of information, recognising some pattern within the information
- Locate, retrieve or generate information from a range of digital sources
- Use ICT to generate ideas and plan solutions
- Create and modify simple digital solutions, creative outputs or data representation/ transformation for particular purposes
- Use appropriate ICT tools safely to share and exchange information with appropriate known audiences

Students examine how peer pressure and advertising can affect what they buy and make decisions that satisfy individual needs and wants and take account of the wellbeing of others.

# GENERAL CAPABILITIES

## CCT

(By the end of Year 4)

### Critical and Creative Thinking

- Pose questions to expand their knowledge about the world
- Expand on known ideas to create new and imaginative combinations
- Explore situations using creative thinking strategies to propose a range of alternatives
- Experiment with a range of options when seeking solutions and putting ideas into action
- Transfer and apply information in one setting to enrich another
- Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion
- Explain and justify ideas and outcomes

## EU

(By the end of Year 4)

### Ethical Understanding

- Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others
- Identify and describe shared values in familiar and unfamiliar contexts
- Investigate children's rights and responsibilities at school and in the local community
- Describe different points of view associated with an ethical dilemma and give possible reasons for these differences

## IU

(By the end of Year 4)

### Intercultural Understanding

- Identify and describe variability within and across cultural groups
- Identify and describe shared perspectives within and across various cultural groups
- Imagine and describe the feelings of others in a range of contexts

## PSC

(By the end of Year 4)

### Personal and Social Capability

- Consider, select and adopt a range of strategies for working independently and taking initiative
- Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful
- Discuss the value of diverse perspectives and describe a point of view that is different from their own
- Identify the various communities to which they belong and what they can do to make a difference
- Describe characteristics of cooperative behaviour and identify evidence of these in group activities
- Contribute to and predict the consequences of group decisions in a range of situations
- Discuss the concept of leadership and identify situations where it is appropriate to adopt this role

Students apply enterprising behaviours in classroom situations and learn about safe and ethical practices to protect themselves and others when sharing ideas and communicating in online environments.

