**Year 4 2024 Curriculum & Assessment Plan ENGLISH**

| **Semester 1** | | | **Semester 2** | | |
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| **ENGLISH 8h/w** | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Tension and suspense – narrator style**  Text: *The Twits*  investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07  discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03  examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04  plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation  AC9E4LY06 | **Information and Persuasive focus: The Language of reporting and opinion**  Text: *Ned Kelly (information and persuasion)*  compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01  identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts  AC9E4LY05  read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04  plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06 | **Genre focus: Advertising**  Text: *Cereal Boxes*  explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts  AC9E4LA10  listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information  AC9E4LY02  plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume  AC9E4LY07 | **Imaginative focus: Character development**  Text: *Rowan of Rin*  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts  AC9E4LY05  read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04  investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07  discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03  plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation  AC9E4LY06 | **Information and Persuasive Focus: Using information to Persuade**  Text: *Zoos - Back to Nature*  identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text  AC9E4LY03  explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts  AC9E4LA10  identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02  plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06 | **Genre Focus: Traditional stories create culture**  Texts: Julli-Julli, Goo-roo Daarn or The Crocodile and the Cousins, The Tortoise and the Hare (mp4)   * recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01   discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions  AC9E4LE03  plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume  AC9E4LY07 |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret literature * Prepare and read whole text/ chapter  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns * Write new setting, event or character  1. Joint Construction  * Use well written narrative models to write a new chapter | **R2L Teaching Cycle: Factual and Argument**   1. Preparing and Reading  * Read source texts about issues * Paragraph by paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise technical and evaluative language patterns * Analyse key paragraphs/ phrases from model arguments  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Innovate on model texts to identify purpose and audience  1. Joint Construction  * Use the same structural and evaluative language patterns to write new texts | **R2L Teaching Cycle: Factual and Text Response**   1. Preparing and Reading  * Explore purpose and audience in persuasive strategy  1. Detailed Reading  * Understand in depth and detail * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Innovate on text models to identify features of purpose and audience  1. Joint Construction  * Write/design a new cereal box to appeal to a particular audience | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret literature * Prepare and read whole text/ chapter  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns * Write new setting, event or character  1. Joint Construction  * Use well written narrative models to write a new chapter | **R2L Teaching Cycle: Factual and Argument**   1. Preparing and Reading  * Read source texts about issues * Paragraph by paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise key information and evaluative language patterns * Analyse key paragraphs/ phrases from model arguments  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns to write a new argument or innovate for various audiences  1. Joint Construction  * Reconstruct a persuasive argument on a different environmental issue | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret literature * Prepare and read whole text/ chapter  1. Detailed Reading  * Recognise and comprehend patterns ofliterary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns * Write new setting, event or character  1. Joint Construction  * Use well written narrative models to write a contemporary story to share a moral about school culture |
| **ASSESSMENT** | **Summative assessment**   * Written – imaginative new chapter | **Summative assessment:**   * Reading comprehension – using context clues * Written – a short scaffolded biography * Written - Write a letter about Ned Kelly to persuade your reader to have **either** a positive or a negative opinion about him. | **Summative assessment: (Sem 2 report)**   * Viewing - cereal box ad * Listening and Speaking- small group discussion * Spoken - performance to class | **Summative assessment:**   * Written – character development report * Reading comprehension – narrative, inference and character development | **Summative assessment:**  Writing: one paragraph of a report  Written and visual composition - magazine article for a scientific audience (exposition) | Formative Assessment:   * Written – short story with a moral * Spoken- present to younger audience |
| **School Moderation** | **School Moderation** | **Cluster Moderation** | **School Moderation** | **Cluster Moderation** | **School Moderation** |
|  | **ACHIEVEMENT STANDARD** | By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.  They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | | | By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.  They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | | |

**YR 4 Curriculum & Assessment Plan MATHEMATICS**

| **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** | | |
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|  |  | **Understanding Place Value, Fractions and Operations** | **Identifying and Explaining Chance Events** | **Using the Properties of Odd and Even Numbers** | **Gnome Land** | **Fraction fit** | **Measure it up** | | **Connecting Decimals**  **and Fractions** | **Analysing Data** |
| **MATHEMATICS 5 h/w** | **CURRICULUM KNOWLEDGE** | * Number and place value — make connections between representations of numbers, partition and combining numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, comparing large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks * Fractions and decimals — communicate sequences of simple fractions * Fractions and decimals - revise & investigate the fractions that can be created through repetitive halving, eighths and quarters counting & representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions * Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths | * Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, compare large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks * Patterns and algebra — use properties of numbers to continue patterns * Chance — compare dependent and independent events, describe probabilities of everyday events * Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays | * Number and place value - read 5-digit numbers, identify and describe place value in 5-digit numbers, partition numbers using place value partitions, make connections between representations of 5-digit numbers, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd & even numbers & make generalisations about adding, subtracting, multiplying & dividing odd & even numbers, identify sequences created from multiplying by 10, 100 & 1 000 * Shape - revise properties of 2D shapes including polygons & quadrilaterals, identify combined shapes | * Location and transformation ‒ maps and plans, identify the need for legends, investigate the language of location, direction & movement, find locations using turns & everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps & plans, explore mapping conventions, plan & plot routes on maps * Geometric reasoning ‒ identify angles, construct & label right angles, identify & construct angles not equal to a right angle, mark angles not equal to a right angle. * Number and place value ‒ consolidate place value understanding of 5-digit numbers, compare & order 5-digit numbers, revise addition & subtraction concepts, solve addition & subtraction problems * Money and financial mathematics ‒ read & represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change | * Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change. * Number and place value - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families. * Fractions and decimals - partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators. * Location and transformation - investigate different types of symmetry, analyse and create symmetrical designs. | * Using units of measurement - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement * Shape - compare the areas of regular and irregular shapes using informal units of area measurement * Shape — measure area of shapes , compare the areas of regular and irregular shapes by informal means * Fractions and decimals – model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals, equivalence. * Number and place value - apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations | | * Chance - describe the likelihood of everyday chance events, order events on a continuum * Data representation and interpretation - write questions to collect data, collect & record data, display & interpret data * Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities.   Identifying multiplicative and division relationships.   * Number and place value - calculate addition & subtraction using a range of mental & written strategies, recall multiplication & related division facts, calculate multiplication & division using a range of mental & written strategies, solve problems involving the four operations. | * Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases * Using units of measurement (area, time) —measure and compare volume, use am and pm notation, solve simple time problems * Fractions and decimals — investigate equivalent fractions, make connections between fractions and decimal notation * Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read & write decimals, identify fractions & corresponding & decimals, compare & order decimals (to hundredths) * Number and place value — use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers |
| **SKILL DEVELOPMENT** | * Count beyond 1000 * 4 digit numbers * Arrays * Repeated addition * Part-part whole model (multiplication) * Division facts * Money: count coins and notes * Fractions: symbolic representation | | * Measurement units * Time: tell time to the hour * Patterns * Addition facts * Subtractions facts | | * Multiplication facts: x0, x2, x5, x10 * Related division facts * Fractions: ½, 1/3, 1/5, 1/8, ¼, 1/8 * Symmetry * Simple maps * Chance statements | | | * Angles * Money: Change * Measurement units * 3D shapes (curved surfaces) * Mixed Number facts | |
| **ASSESSMENT** | **Formative assessment:**  Place value, fractions and operations   * Students locate fractions on a number line, describe number patterns and recall multiplication facts. * How much is 10 000 | **Summative Assessment:**   * Describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations. * Dependent and independent events and explain the chance of everyday events occurring. * Multiplicative number facts. | **Summative assessment**  Using odd and even numbers   * To use the relationships between the four operations and odd and even numbers. * Using the properties of odd and even numbers. * Using maps, location and direction - Gnomeland | **Formative assessment**  Valuing number   * Demonstrate place value understanding and apply it to computation.   Number and location mathematical inquiries   * Use simple strategies to reason and solve number and location inquiry questions. * Recalling multiplication and division facts. | **Formative assessment**  Manipulating digital images   * Flip, slide and turn symmetry and identify lines of symmetry in objects. | **Summative assessment**   * Marvellous Measurement   Short answer questions   * Compare areas of regular and irregular shape using informal units and to use scaled instruments to measure temperature, length, shape and object * Fraction fit *Short answer* * Represent fraction families and equivalent fractions | | **Summative assessment**  Deadly decimals  *Short answer questions*   * Fractions and decimals (to hundredths). * Data analysers * Solving purchasing problems | **Formative assessment**  Measurement mathematical guided inquiries   * Students use simple strategies to reason and solve number and location inquiry questions. * Investigating time – how long does it take to read a book. |

**Grade 3 and 4 – Rotation B- STEM**

| Term 1 | **Term 2** | **Term 3** | **Term 4** |
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| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Why is a spoon hot in soup and cold in ice cream?** | **What will you use to make a water cooler?** | **Is soil alive?** | **What digital systems do you use?** | |
| Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations. | Students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose a items to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply processes and production skills.  **Food and fibre production and Food specialisations- What’s for lunch?**  *Linked to excursion to The botanical gardens – Healthy active garden*  Students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies | Students explore to recognise that minerals are the building blocks of soil and rocks and that the different characteristics of them depend on the components they are made up of. They will explore the school grounds observing different types of soils and rocks using magnifying glasses to observe their components and describe similarities or differences such as texture, colour, grain or crystal size, plant matter as well as living things such as earthworms and insects. Students will come to identify that soil and rocks are key components of the built and natural environment and recognising that erosion is a problem caused by natural processes and human activity. They will also investigate how First Nations Australians’ knowledges of the land was important to their living. For Example, how different rock and mineral types, were used for stone blades, grindstones and pigments. | Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution using a visual programming language.  2 Tasks will complete this unit   1. Exploring digital systems 2. Coding task challenge | |
| **Assessment** | *Tasks and activities for this unit will cover th following assessment criteria*  Physical Science- They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects to relate the uses of different materials because of their properties.  **Science Inquiry Skills-** Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | *Tasks and activities for this unit will cover the following assessment criteria*  ***Design and Technology –*** describe how people design products, services and environments to meet the needs of people, including sustainability  **Processing and production skills-** Students describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | *Tasks and activities for this unit will cover th following assessment criteria*  Earth and Space Science- They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify key processes in the water cycle and describe how water cycles through the environment.  **Science Inquiry Skills-** Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | *Tasks and activities for this unit will cover the following assessment criteria*  **Digital technologies**- Identify digital systems and their peripherals for a range of purposes.  **Processing and production skills**- students create simple digital solutions and use provided design criteria to check if solutions meet user needs. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. They use digital systems and their peripherals for a range of purposes,. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours | |
| *Assessment of student learning will be gathered from completing a STEM portfolio.* | ***Assessment of student learning will be gathered from completing a STEM portfolio.*** | *Assessment of student learning will be gathered from completing a STEM portfolio.* | ***Assessment of student learning will be gathered from completing a STEM portfolio.*** | |

**Year 3 and 4 Curriculum & Assessment Plan HASS and The Arts**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HUMANITIES AND SOCIAL SCIENCES 1h 30m/w** | **KA** | **Unit One- Migration in Australia and Australia Day ( A Year Program)**  *Inquiry question: How did we get here and what influences a sense of belonging?*  *Inquiry question: What is Australia Day and how and why do people commemorate?* | | **Unit Two- Exploring Places in Australia Near and Far ( A Year Program)**  *Inquiry question: How and why are places similar and different?* | |
| **CURRICULUM KNOWLEDGE** | In this unit, students:   * identify individuals, events and aspects of the past that have significance in the present * identify and describe aspects of their community that have changed and remained the same over time * explain how and why people participate in and contribute to their communities * identify a point of view about the importance of different celebrations and commemorations to different groups * pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions * sequence information about events and the lives of individuals in chronological order * communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. | | In this unit, students:   * identify connections between people and the characteristics of places * describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places * interpret data to identify and describe simple distributions and draw simple conclusions * record and represent data in different formats, including labelled maps using basic cartographic conventions. * communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. | |
| **ACHIEVEMENT STANDARD** | Achievement Standard- By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.  Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue.  They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. | | Achievement Standard- By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.  Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions.  They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. | |
| **ASSESSMENT** | *Assessment tasks:*   * Stimulus activities working with timelines and sources   Research project – the history of Australia Day and a range of responses to this event | | *Assessment tasks:*   * Stimulus activities to describe features of place and problem solving   Research project - a sustainability issue | |
| **THE ARTS 1 h/w (plus 30 min Music)** |  | **Unit 1 – Visual Arts: Elements of Art**   * Exploring elements of art through inquiry | **Unit 2 – Dance/Drama**  Improvisation and performance skills | **Unit 3 – Media Arts: Publishing**  Exploring use of media to create advertisements, posters or magazine covers | **Unit 4 – Visual Art: Patterns in the Environment**  .  Developing an artwork using chosen elements and media |
|  | By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas. | By the end of Year 4, students describe and discuss similarities and differences between dances and dramas they make, perform and view. They discuss how they and others organise the elements of dance and drama depending upon the purpose.  Students structure movements into dance/drama sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances/dramas and perform with control, accuracy, projection and focus. | By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.  Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience. | By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas. |
|  | **Formative assessment – Work samples, checklists, teacher observations**  **Summative assessment – Displayed art work and review** | **Formative assessment – Teacher observations, checklists, work samples**  **Summative assessment – Performance (group and individual) with annotation** | **Formative assessment – Teacher observations and checklists**  **Summative assessment – Displayed art work and review** | **Formative assessment – Checklists, teacher observations, work samples**  **Summative assessment – Displayed art work and annotation** |
|  | Music  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.  They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.  Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. | | Music  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.  They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.  Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. | |
|  | Formative assessment only – group arrangement | | **Assessment:** Solo with instrument | |

**HEALTH AND PE – 3 & 4 Rotation B**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HEALTH & PHYSICAL EDUCATION 2h/w** |  | **Swimming Unit 1/Indigenous Games (Ball)**  Cross Country Carnival Preparation | **Athletics:**  Athletic Development & Technique  Athletics Carnival Preparations | **Football/Netball/Tee Ball** | **Swimming Unit 2:**  “*Junior Life Saving”*  Swimming Carnival Preparation |
| They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke, Survival Stroke*.** They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to Indigenous ball games such as ***throwing, catching, kicking running & dodging.*** They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges such as ***change of pace***, ***use of space, teamwork & communication***. They apply the elements of movement when composing and performing movement sequences. | They perform specialised movement skills and sequences in relation to athletics such as ***sprinting, long jump, high Jump, throwing*.** They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | They perform specialised movement skills and sequences in relation to ***football/soccer*** such as ***kicking, passing, shooting, controlling & tackling*** and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to ***netball*** such as ***passing, shooting, defending court awareness and movement*** and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to ***teeball*** such as ***striking, catching, throwing and running*** and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke & Survival stroke*.** They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.  They perform specialised movement skills and sequences in relation to water safety and water rescue such as ***throw & reach rescue, submersion retrieval and water survival skills*** They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. |
| **Assessment: Observations/Checklists** | **Assessment: Observations/Checklists** | **Assessment: Observations/Checklists** | **Assessment: Observation**  **Assessment: Observations/Checklists**  **Written – Rescue Planning**  **Scenario- Rescue Execution** |
|  | **yUnit 1 – Making Healthy Choices**   * review what is meant by being healthy * identify strategies that help keep people healthy and well * identify the five food groups. * understand the health benefits of food * understand the benefits of healthy food choices * recognise strategies that assist in making healthy food choices * explore healthy breakfast choices * understand how health messages influence choices * promote healthy food/meal choices. | | **Unit 4 – Netiquette and online protocols**   * examine the need to balance the time spent using electronic devices and playing outdoors * recognise the health benefits and risks of interacting in online communities * examine how personal information is used and shared online * review websites and interpret health messages about cyber safety * explore how their online behaviours and actions affect their digital footprint * examine different types of communication they use on the internet and how to display good manners towards others. | |
| **Assessment: - Supervised assessment**  Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity. | | **Assessment: - Collection of work**  Students complete a series of tasks relating to a single cohesive context. They interpret health messages related to cyber safety and discuss the influences on safe online choices. They identify resources to support their online safety. | |