

		Semester 1			Semester 2		
ENGLISH 8 h/w	CURRICULUM KNOWLEDGE	Imaginative focus: Themes in narratives Text: <i>Matty Forever</i> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (ACELT1594)</p> <p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</p> <p>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)</p>	Informative and Persuasive focus: Fact vs opinion and reasoning Text: <i>Animal Information Reports and Model texts provided</i> <p>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</p> <p>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)</p> <p>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)</p>	Genre focus: Poetry Text: <i>Bell Birds</i> (Henry Kendall) <i>Supermarket</i> (Libby Hathorn) <i>My Country</i> (Dorothea Mackellar) <i>Desert Community</i> (Frances Todd) <p>Develop criteria for establishing personal preferences for literature (ACELT1598)</p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</p>	Imaginative focus: Developing mood in fictional texts Text: <i>Kumiko and the Dragon</i> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p> <p>Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</p>	Informative/ Persuasive focus: Fact vs opinion and using mood to persuade Text: <i>The Peasant Prince</i> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (ACELT1594)</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</p> <p>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)</p> <p>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)</p>	Genre focus: Drama/procedure Text: <i>Fantastic Mr Fox</i> and various procedure models <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</p> <p>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)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</p>
	KNOWLEDGE APPLICATION	R2L Teaching Cycle: Story 1. <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter 2. <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary structural and language patterns 3. <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing 4. <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns Write new setting and event or character 5. <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a new chapter using short story strucuter to highlight theme 	R2L Teaching Cycle: Factual/Argument 1. <u>Preparing and Reading</u> <ul style="list-style-type: none"> Prepare and read whole text Read and interpret information and point of view Discuss and make notes 2. <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model response Highlight evaluative language patterns 3. <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing 4. <u>Rewriting</u> <ul style="list-style-type: none"> Use same evaluative language patterns to write a new argument 5. <u>Joint Construction</u> <ul style="list-style-type: none"> Reconstruct models of information reports and persuasive expositions 	R2L Teaching Cycle: Story 1. <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn curriculum knowledge (poems_ Paragraph-by-paragraph reading Highlight and discuss key information Make notes 2. <u>Detailed Reading</u> <ul style="list-style-type: none"> Understand in depth and detail Highlight key information from the text and discuss in depth 3. <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing 4. <u>Rewriting</u> <ul style="list-style-type: none"> Write technical and abstract language Make notes and write new lines/sentences 5. <u>Joint Construction</u> <ul style="list-style-type: none"> Reconstruct stages and phases of a description Reconstruct a poem 	R2L Teaching Cycle: Story 1. <u>Preparing and reading</u> <ul style="list-style-type: none"> Prepare and read whole Discuss themes and aesthetics 2. <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns 3. <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing 4. <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns to write a new event/ setting/ character 5. <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases 	R2L Teaching Cycle: Argument/ Text Response 1. <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph-by-paragraph reading Highlight and discuss key information Make notes 2. <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model arguments Highlight evaluative language patterns 3. <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing 4. <u>Rewriting</u> <ul style="list-style-type: none"> Use same evaluative language patterns New issue and position 5. <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of arguments 	R2L Teaching Cycle: Factual (procedure) 1. <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes 2. <u>Detailed Reading</u> <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth 3. <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing 4. <u>Rewriting</u> <ul style="list-style-type: none"> Make notes Write new sentences guided by the teacher 5. <u>Joint Construction</u> Deconstruct stages and phases of procedural text Use notes to organise information
	ASSESSMENT	Summative assessment <ul style="list-style-type: none"> Written - Students write an imaginative narrative on a familiar theme of ‘friendship’ that develops characters from a familiar text. 	Formative and summative assessment <ul style="list-style-type: none"> Written - a report Written - an exposition Reading comprehension: multi-choice identification of text types 	Summative assessment (Sem 2 Report): <ul style="list-style-type: none"> Interpret a poem and identify the language devices used Write and present a poem (use language devices to adapt and present a poem) 	Summative assessment <ul style="list-style-type: none"> Publish an orientation to a short story establishing mood (present tense) with an illustration using visual language features to match Reading Comprehension task 	Formative and summative assessment: <ul style="list-style-type: none"> Written – a report on Kenmore School using information report staging and phasing Written – a persuasive letter in role, using mood to persuade 	Formative assessment: <ul style="list-style-type: none"> Write an informal procedure Perform an Oral presentation in role as a character from a studied text
		School Moderation	School Moderation	Cluster Moderation	School Moderation	Cluster Moderation	School Moderation

Semester 1		Semester 2	
ACHIEVEMENT STANDARD	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text.They understand how language features, images and vocabulary choices are used for different effects.</p> <p>They read texts that contain varied sentence structures, a range of punctuation conventions,and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately using interaction skills.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing,checking their work for appropriate vocabulary,structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>		<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text.They understand how language features, images and vocabulary choices are used for different effects.</p> <p>They read texts that contain varied sentence structures, a range of punctuation conventions,and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately using interaction skills.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing,checking their work for appropriate vocabulary,structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>

Year 3		Curriculum & Assessment Plan			MATHEMATICS
		Term 1	Term 2	Term 3	Term 4
		Unit One	Unit Two	Unit Three	Unit Four
MATHEMATICS 5 h/w	CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> Number and place value - count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts. Using units of measurement - tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres. Chance - conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments. Data representation and interpretation - collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations. 	<ul style="list-style-type: none"> Number and place value - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. Fractions and decimals - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections. Money and financial mathematics - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. Patterns and algebra - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. Shape - identify and describe the features of familiar three-dimensional objects, make models of three-dimensinoal objects. Location and transformation - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. Represent symmetry, describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non- symmetrical. Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations, Identify angles as measures of turn. 	<ul style="list-style-type: none"> Number and place value - count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. Money and financial mathematics - represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals, count the change required for simple transactions to the nearest five cents. Fractions and decimals - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. Patterns and algebra - identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns. Units of measurement - use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, 	<ul style="list-style-type: none"> Number and place value - recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use part-part-whole thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems. Fractions and decimals - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions. Using units of measurement - measure, order and compare objects using familiar metric units of length, mass and capacity. Represent time to the minute on digital and analog clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts. Chance - conduct chance experiments, make predictions based on data displays. Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, and interpret data displays.
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Count to 1000 Count in 2s, 3s, 5s, 10s Order 3 digit numbers Number facts: addition and subtraction 2 digit numbers. Months of the Year Time: 5min intervals 4 digit numbers Arrays Repeated addition Part-part whole model (multiplication) Division facts Fractions: symbolic representation Fractions of collections Chance language Data: types of graphs 	<ul style="list-style-type: none"> Count beyind 1000 Multiplication Facts Related Division facts Addition Facts Subtraction facts Column graphs Money: count coins and notes Calculating change Patterns Addition facts Subtractions facts Grid coordinates Directional language Angles- right angle, greater than/less than right angle 3D shapes (curved surfaces) 	<ul style="list-style-type: none"> Partition 3 digit numbers Money: Change Odd/even numbers Patterns Fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$ Multiplication facts: x0, x2, x5, x10 Related division facts Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{8}$ Symmetry Measuring length using standard metric units (metres and centimetres) Measuring mass using standard metric units (kilograms) Measuring mass using standard metric units (grams) Measuring capacity using standard metric units (litres) Measuring capacity using standard metric units (millilitres) 	<ul style="list-style-type: none"> Addition Facts Subtraction facts Multiplication facts x3 Related division facts Count coins/notes Equivalent combinations Change Measurement units Mixed Number facts Telling time to nearest minute
	ASSESSMENT	<p>Summative Assessment:</p> <p>Representing, adding and subtracting numbers</p> <p>Assessment description: Students recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.</p> <p>Conducting a simple chance experiment.</p> <p>Assessment description: Students collect and interpret data from simple chance experiments.</p> <p>Investigating and measuring length</p> <p>Assessment description: Students use simple strategies to reason and solve measurement inquiry questions.</p>	<p>Formative assessment:</p> <p>Classifying numbers as odd or even and continuing number patterns</p> <p>Students identify odd and even numbers, justify why a number is odd or even, and to identify, continue and describe number patterns.</p> <p>Summative assessment:</p> <p>Adding, subtracting and partitioning numbers</p> <ul style="list-style-type: none"> Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers. <p>Investigating positions on maps</p> <ul style="list-style-type: none"> Students use simple strategies to reason and solve a location inquiry question. <p>Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles</p> <p>Students match positions on maps with given information, and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations.</p>	<p>Summative assessment:</p> <p>Measuring length, mass and capacity using metric units.</p> <p>Students use metric units to measure and compare length, mass and capacity.</p> <p>Money (eAssessment)</p> <p>Students represent money values in various ways and correctly count change from financial transactions.</p> <p>Investigating change</p> <p>Students use simple strategies to reason and solve money inquiry questions.</p> <p>Patterning and connecting addition and subtraction</p> <p>Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.</p>	<p>Summative assessment:</p> <p>Representing multiplication</p> <p>Students represent multiplication and solve multiplication problems using a range of strategies.</p> <p>Using unit fractions and multiplication</p> <p>Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions.</p> <p>Telling time to the nearest minute</p> <p>Students tell time to the nearest minute and solve problems involving time.</p> <p>Investigating the relationship between units of time</p> <p>Students use simple strategies to reason and solve a measurement inquiry question.</p>

Grade 3 and 4 – Rotation A- STEM

		Semester 1	Semester 2
STEM	Science	How can we keep food fresh and safe to eat without using plastic?	Mapping Life Cycles
		Chemical Science - They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.	Biological Science - Mangroves and the environment Students investigate the importance of environments and the living and non-living things within them. Students will examine to sequence key stages in lifecycles and gain an understanding of how living things depend on each other and their environment to survive. Excursion – MBEEC
	Assessment	Tasks and activities for unit will cover the following assessment criteria Examine the properties of natural and made materials including fibres, metals, glass and plastics and consider how these properties influence their use Nature and development of science - examine how people use data to develop scientific explanations Use and influence of science - consider how people use scientific explanations to meet a need or solve a problem Planning and conducting - follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate Processing, modelling and analysing - construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns Evaluating - compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions Communicating - write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate	Tasks and activities for unit will cover the following assessment criteria Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals Nature and development of science - consider how people use scientific explanations to meet a need or solve a problem Planning and conducting - follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate Processing, modelling and analysing - construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns Communicating - write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate
		<i>Assessment of student learning will be gathered from completing a STEM portfolio.</i>	<i>Assessment of student learning will be gathered from completing a STEM portfolio.</i>
	Technologies	Digital Technologies - What's your Digital footprint? Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). Students will also have the opportunity to work on their skills of digital programming.	Design and Technologies – Lego Race Cars Engineering principles and systems Students investigate how forces and the properties of materials affect the behaviour of a product or system. They design and make a lego race car. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.
	Assessment	Tasks and activities for unit will cover the following assessment criteria Data representation - recognise different types of data and explore how the same data can be represented differently depending on the purpose Investigating and defining - define problems with given design criteria and by co-creating user stories Generating and designing - follow and describe algorithms involving sequencing, comparison operators (branching) and iteration - generate, communicate and compare designs Producing and implementing - implement simple algorithms as visual programs involving control structures and input Evaluating - discuss how existing and student solutions satisfy the design criteria and user stories	Tasks and activities for unit will cover the following assessment criteria Technologies and society - examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs Engineering principles and systems; Materials and technologies specialisations - describe how forces and the properties of materials affect function in a product or system Investigating and defining - explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions Generating and designing - generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools Producing and implementing - select and use materials, components, tools, equipment and techniques to safely make designed solutions Evaluating - use given or co-developed design criteria including sustainability to evaluate design ideas and solutions Collaborating and managing - sequence steps to individually and collaboratively make designed solutions
		<i>Assessment of student learning will be gathered from completing a Design and Technologies portfolio.</i>	<i>Assessment of student learning will be gathered from completing a Digital Technologies portfolio.</i>

Year 3

Curriculum & Assessment Plan

HASS and The Arts

Term 1

Term 2

Term 3

Term 4

HUMANITIES AND SOCIAL SCIENCES 1h 30m/w		Unit One- Migration in Australia and ANZAC Day (B Year Program)		Unit Two- Biomes (A Year Program)	
KA		<i>Inquiry question: We've come from far and wide but how did people feel about being a migrant nation?</i> <i>Inquiry question: What is ANZAC Day and how and why do people commemorate?</i>		<i>Inquiry question: How does climate, topography, plants and animals work together in a place?</i> <i>Inquiry: How do animals and people respond to, and make use of, the resources afforded by place?</i>	
CURRICULUM KNOWLEDGE		In this unit, students: <ul style="list-style-type: none"> 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 develop inquiry and critical thinking skills when analysing a variety of sources sequence information about events communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 		In this unit, students: <ul style="list-style-type: none"> 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		<i>Assessment tasks:</i> <ul style="list-style-type: none"> Stimulus activities - working with a variety of sources to examine the perspectives of different groups Research project and short oral presentation – the history of ANZAC Day and a range of responses to this event 		<i>Assessment tasks:</i> <ul style="list-style-type: none"> Stimulus activities- to use maps, graphs and diagrams to draw conclusions about how all elements of a biome work together in a place. Research project – investigate and evaluate biome-sensitive housing design and sustainability 	
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
HEALTH & PHYSICAL EDUCATION 2h/w		<u>Swimming Unit 1/Indigenous Games (Ball)</u> Cross Country Carnival Preparation	<u>Athletics:</u> Athletic Development & Technique Athletics Carnival Preparations	<u>Football/Netball/Tee Ball</u>	<u>Swimming Unit 2:</u> <i>“Junior Life Saving”</i> Swimming Carnival Preparation
		They perform specialised movement skills and sequences in relation to swimming and water activity such as <i>Freestyle, Backstroke, Survival Stroke</i> . 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 athletics such as <i>sprinting, long jump, high Jump, throwing</i> . 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 <i>football/soccer</i> such as <i>kicking, passing, shooting, controlling & tackling</i> 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 <i>Freestyle, Backstroke & Survival stroke</i> . 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 Indigenous ball games such as <i>throwing, catching, kicking running & dodging</i> . They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges such as <i>change of pace, use of space, teamwork & communication</i> . They apply the elements of movement when composing and performing movement sequences.		They perform specialised movement skills and sequences in relation to <i>netball</i> such as <i>passing, shooting, defending court awareness and movement</i> 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 <i>throw & reach rescue, submersion retrieval and water survival skills</i> 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
		U1 - Good friends <ul style="list-style-type: none"> Explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend as well as their roles and responsibilities. Learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. Reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. 		U2- Feeling Safe In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.	
		Formative and Summative Assessment: Recognise strategies for managing change		Formative and Summative Assessment: Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.	