

		Semester 1			Semester 2		
ENGLISH 6h/w	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Tension and suspense – narrator style</p> <p>Text: <i>The Twits</i></p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605)</p> <p>Create literary texts by developing storylines, characters and settings (ACELT1794)</p> <p>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</p>	<p>Information and Persuasive focus: The Language of reporting and opinion</p> <p>Text: <i>Ned Kelly (information and persuasion)</i></p> <p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p> <p>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p>	<p>Genre focus: Advertising</p> <p>Text: <i>Cereal Boxes</i></p> <p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p> <p>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 a range of types of texts (ACELA1496)</p> <p>Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</p>	<p>Imaginative focus: Character development</p> <p>Text: <i>Rowan of Rin</i></p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</p>	<p>Information and Persuasive Focus: Using information to Persuade</p> <p>Text: <i>Zoos - Back to Nature</i></p> <p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</p> <p>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 a range of types of texts (ACELA1496)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p>	<p>Genre Focus: Traditional stories create culture</p> <p>Texts: Julli-Julli, Goo-roo Daarn or The Crocodile and the Cousins, The Tortoise and the Hare (mp4)</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605)</p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)</p> <p>Create literary texts that explore students’ own experiences and imagining (ACELT1607)</p>
	KNOWLEDGE APPLICATION	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <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 <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns Write new setting, event or character <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a new chapter 	<p>R2L Teaching Cycle: Factual and Argument</p> <ol style="list-style-type: none"> <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 <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise technical and evaluative language patterns Analyse key paragraphs/ phrases from model arguments <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 <u>Rewriting</u> <ul style="list-style-type: none"> Innovate on model texts to identify purpose and audience <u>Joint Construction</u> <ul style="list-style-type: none"> Use the same structural and evaluative language patterns to write new texts 	<p>R2L Teaching Cycle: Factual and Text Response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Explore purpose and audience in persuasive strategy <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 <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 <u>Rewriting</u> <ul style="list-style-type: none"> Innovate on text models to identify features of purpose and audience <u>Joint Construction</u> <ul style="list-style-type: none"> Write/design a new cereal box to appeal to a particular audience 	<p>R2L Teaching Cycle: Factual/ Text Response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn curriculum knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <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 <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 <u>Rewriting</u> <ul style="list-style-type: none"> Write technical and abstract language Make notes and write new sentences <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of a written character report Reconstruct to report on a character 	<p>R2L Teaching Cycle: Factual and Argument</p> <ol style="list-style-type: none"> <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 <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise key information and evaluative language patterns Analyse key paragraphs/ phrases from model arguments <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 <u>Rewriting</u> <ul style="list-style-type: none"> Use same evaluative language patterns to write a new argument or innovate for various audiences <u>Joint Construction</u> <ul style="list-style-type: none"> Reconstruct a persuasive argument on a different environmental issue 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <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 <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns Write new setting, event or character <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a contemporary story to share a moral about school culture
	ASSESSMENT	<p>Summative assessment</p> <ul style="list-style-type: none"> Written – imaginative new chapter 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Reading comprehension – using context clues Written – a short scaffolded biography Written - a short scaffolded biography written to persuade (positive or negative) 	<p>Summative assessment: (Sem 2 report)</p> <ul style="list-style-type: none"> Viewing - cereal box ad Listening and Speaking- small group discussion Spoken - performance to class 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Written – character development report Reading comprehension – narrative, inference and character development 	<p>Summative assessment:</p> <p>Writing: one paragraph of a report</p> <p>Written and visual composition - magazine article for a scientific audience (exposition)</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Written – short story with a moral
	School Moderation	School Moderation	Cluster Moderation	School Moderation	Cluster Moderation	School Moderation	

Semester 1

Semester 2

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

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Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

		Term 1		Term 2		Term 3		Term 4	
MATHEMATICS 5 h/w	CURRICULUM KNOWLEDGE	<p>Understanding Place Value, Fractions and Operations</p> <ul style="list-style-type: none"> •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, 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 	<p>Identifying and Explaining Chance Events</p> <ul style="list-style-type: none"> •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 	<p>Using the Properties of Odd and Even Numbers</p> <ul style="list-style-type: none"> •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 	<p>Gnome Land</p> <ul style="list-style-type: none"> •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 	<p>Fraction fit</p> <ul style="list-style-type: none"> •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. 	<p>Measure it up</p> <ul style="list-style-type: none"> •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 	<p>Connecting Decimals and Fractions</p> <ul style="list-style-type: none"> •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. 	<p>Analysing Data</p> <ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> • Count beyond 1000 • 4 digit numbers • Arrays • Repeated addition • Part-part whole model (multiplication) • Division facts • Money: count coins and notes • Fractions: symbolic representation 	<ul style="list-style-type: none"> • Measurement units • Time: tell time to the hour • Patterns • Addition facts • Subtractions facts 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Angles • Money: Change • Measurement units • 3D shapes (curved surfaces) • Mixed Number facts 				
	ASSESSMENT	<p>Formative assessment: Place value, fractions and operations</p> <ul style="list-style-type: none"> • Students locate fractions on a number line, describe number patterns and recall multiplication facts. • How much is 10 000 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • 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. 	<p>Summative assessment Using odd and even numbers</p> <ul style="list-style-type: none"> • To use the relationships between the four operations and odd and even numbers. • Using the properties of odd and even numbers. 	<p>Formative assessment Valuing number</p> <ul style="list-style-type: none"> • Demonstrate place value understanding and apply it to computation. <p>Number and location mathematical inquiries</p> <ul style="list-style-type: none"> • Use simple strategies to reason and solve number and location inquiry questions. • Recalling multiplication and division facts. 	<p>Formative assessment Manipulating digital images</p> <ul style="list-style-type: none"> • Flip, slide and turn symmetry and identify lines of symmetry in objects. 	<p>Summative assessment</p> <ul style="list-style-type: none"> • 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 <i>Short answer</i> • Represent fraction families and equivalent fractions 	<p>Summative assessment Deadly decimals <i>Short answer questions</i></p> <ul style="list-style-type: none"> • Fractions and decimals (to hundredths). • Data analysers • Solving purchasing problems 	<p>Formative assessment Measurement mathematical guided inquiries</p> <ul style="list-style-type: none"> • 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 A- STEM

		Semester 1	Semester 2
STEM	Science	<p>How can we keep food fresh and safe to eat without using plastic?</p>	<p>Mapping Life Cycles</p>
		<p>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.</p>	<p>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</p>
	Assessment	<p>Tasks and activities for unit will cover the following assessment criteria</p> <p>Examine the properties of natural and made materials including fibres, metals, glass and plastics and consider how these properties influence their use</p> <p>Nature and development of science- examine how people use data to develop scientific explanations</p> <p>Use and influence of science- consider how people use scientific explanations to meet a need or solve a problem</p> <p>Planning and conducting- follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate</p> <p>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</p> <p>Evaluating- compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions</p> <p>Communicating- write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate</p>	<p>Tasks and activities for unit will cover the following assessment criteria</p> <p>Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals</p> <p>Nature and development of science- consider how people use scientific explanations to meet a need or solve a problem</p> <p>Planning and conducting- follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate</p> <p>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</p> <p>Communicating- write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate</p>
		<p><i>Assessment of student learning will be gathered from completing a STEM portfolio.</i></p>	<p><i>Assessment of student learning will be gathered from completing a STEM portfolio.</i></p>
Technologies	<p>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.</p>	<p>Design and Technologies – Lego Race Cars Engineering principals 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.</p>	
Assessment	<p>Tasks and activities for unit will cover the following assessment criteria</p> <p>Data representation- recognise different types of data and explore how the same data can be represented differently depending on the purpose</p> <p>Investigating and defining- define problems with given design criteria and by co-creating user stories</p> <p>Generating and designing- follow and describe algorithms involving sequencing, comparison operators (branching) and iteration</p> <ul style="list-style-type: none"> - generate, communicate and compare designs <p>Producing and implementing - implement simple algorithms as visual programs involving control structures and input</p> <p>Evaluating- discuss how existing and student solutions satisfy the design criteria and user stories</p>	<p>Tasks and activities for unit will cover the following assessment criteria</p> <p>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</p> <p>Engineering principles and systems; Materials and technologies specialisations- describe how forces and the properties of materials affect function in a product or system</p> <p>Investigating and defining- explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions</p> <p>Generating and designing- generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools</p> <p>Producing and implementing- select and use materials, components, tools, equipment and techniques to safely make designed solutions</p> <p>Evaluating- use given or co-developed design criteria including sustainability to evaluate design ideas and solutions</p> <p>Collaborating and managing- sequence steps to individually and collaboratively make designed solutions</p>	
	<p><i>Assessment of student learning will be gathered from completing a Design and Technologies portfolio.</i></p>	<p><i>Assessment of student learning will be gathered from completing a Digital Technologies portfolio.</i></p>	

		Term 1	Term 2	Term 3	Term 4
HUMANITIES AND SOCIAL SCIENCES 1h 30m/w	KA	Unit One- Migration in Australia and ANZAC Day (B Year Program) <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>		Unit Two- Biomes (A Year Program) <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		<p>Swimming Unit 1/Indigenous Games (Ball)</p> <p>Cross Country Carnival Preparation</p>	<p>Athletics:</p> <p>Athletic Development & Technique</p> <p>Athletics Carnival Preparations</p>	<p>Football/Netball/Tee Ball</p>	<p>Swimming Unit 2:</p> <p>“Junior Life Saving”</p> <p>Swimming Carnival Preparation</p>
		<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
		<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observation</p> <p>Assessment: Observations/Checklists</p> <p>Written – Rescue Planning</p> <p>Scenario- Rescue Execution</p>
		<p>Unit 1 – Making Healthy Choices</p> <ul style="list-style-type: none"> 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. 			<p>Unit 4 – Netiquette and online protocols</p> <ul style="list-style-type: none"> 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.
		<p>Assessment: - Supervised assessment</p> <p>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.</p>			<p>Assessment: - Collection of work</p> <p>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.</p>