**Year 4 2025 Curriculum & Assessment Plan ENGLISH**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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. | | | | | |  |  |  |  |
| **ENGLISH 8h/w** | **CURRICULUM KNOWLEDGE** | **Semester One** | | | **Semester Two** | | |
| **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: Chung Ho – The Tiger and the Rabbit, The Crocodile and the cousins  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 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 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:**   * Viewing - cereal box ad * Listening and Speaking- small group discussion * Spoken - performance to class | **Summative assessment:**   * Written – imaginative new quest episode for the novel | **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** |

**YR 4 Curriculum & Assessment Plan MATHEMATICS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Achievement Standard** | By the end of Year 4, students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. They use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting the results in terms of the situation. Students use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. They choose rounding and estimation strategies to determine whether results of calculations are reasonable. Students use the properties of odd and even numbers. They recognise equivalent fractions and make connections between fraction and decimal notations. Students count and represent fractions on a number line. They find unknown values in numerical equations involving addition and subtraction. Students follow and create algorithms that generate sets of numbers and identify emerging patterns.  They use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Students measure and approximate perimeters and areas. They convert between units of time when solving problems involving duration. Students compare angles relative to a right angle using angle names. They represent and approximate shapes and objects in the environment. Students create and interpret grid references. They identify line and rotational symmetry in plane shapes and create symmetrical patterns.  Students create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data. They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context. Students order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent. They conduct repeated chance experiments and describe the variation in results. | | | |
| **MATHEMATICS 5 h/w** | **CURRICULUM KNOWLEDGE** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Unit One: Number, Space, Statistics** | **Unit Two: Number, Algebra, Measurement** | **Unit Three: Number, Space, Measurement** | **Unit Four: Number, Algebra, Probability** |
|  | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together * using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures * create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest * develop and use surveys and digital tools to generate data and conduct a statistical investigation. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together * use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values * use strategies for multiplication and division based on the inverse relationship between them * choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context   solve everyday problems involving duration of time including converting units of time using relationships between units. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together * choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) * recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials * measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units * become aware of the importance of context and purpose when making judgements (for example: reflect on the reasonableness of measurements, the results of calculations and how they choose to represent the mathematics). | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently * use algorithms to generate sets of numbers, recognising and describing any patterns that emerge * develop and use strategies for multiplicative thinking such as creating an algorithm that will generate number sequences involving multiples * draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment   investigate variability by conducting repeated chance experiments, observing and communicating results. |
|  | **ASSESSMENT** | **SUMMATIVE ASSESSMENT**  **Identifying symmetry and using grid references:** create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns.  **Using surveys to conduct statistical investigations:** conduct a statistical investigation to collect data, create a many-to-one display and interpret and communicate findings.  **FORMATIVE ASSESSMENT**  **Representing tenths as a fraction and decimal:** represent tenths as fractions and as decimals on a number line. | **SUMMATIVE ASSESSMENT**  **Using odd and even numbers, rounding, estimation and mathematical modelling:** use mathematical modelling to solve practical financial problems, choose rounding and estimation strategies to determine reasonableness and use the properties of odd and even numbers.  **Solving duration problems by converting units of time**: convert between units of time when solving duration problems.  **FORMATIVE ASSESSMENT**  **Using proficiency with facts when calculating:** use proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently | **SUMMATIVE ASSESSMENT**  **Representing tenths and hundredths as decimals and using mathematical modelling to solve a problem**: represent fractions, recognise equivalent fractions and make connections between decimals and fractions. To multiply natural numbers by multiples of 10. To use mathematical modelling to formulate and solve a practical problem.  **Measuring length, mass, capacity, temperature, perimeter and area:** use scaled instruments and appropriate units to measure length, mass, capacity and temperature. To measure and approximate perimeters and areas.  **FORMATIVE ASSESSMENT**  **Comparing angles to a right angle:** compare angles relative to a right-angle using angle names.  **Representing shapes and objects**: represent and approximate shapes in the environment | **SUMMATIVE ASSESSMENT**  **Finding unknowns, creating algorithms and identifying emerging patterns:** find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns.  **Ordering likelihood of events and conducting chance experiments:** order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results.  **FORMATIVE ASSESSMENT**  **Using proficiency with facts when calculating:** use proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. |

**Grade 3 and 4 – Rotation B- STEM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year Level Description** | In Rotation A of the STEM program students explore the value of grouping and classifying objects and events based on similarities and differences. They extend their understanding of systems as interactions between related components and analyse patterns to identify that these interactions can occur in predictable ways. Students contrast patterns to classify states of matter; growth and change in living things to create simple models of system interactions, such as Life cycles and food chains. They recognise that change is described and measured in terms of differences over time and begin to quantify their observations to enable comparison. They learn more-sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify patterns and relationships. They appreciate that science involves conducting fair tests to answer questions or test predictions, and that scientific explanations are based on data.  Through Design and Technologies, students will experience designing and producing products, services and environments. They will investigate technologies to consider the purpose of technologies and how they meet needs. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment. They learn to reflect on their actions to refine their processes, develop their decision-making skills and improve their solutions. They become aware of the role of those working in design and technologies occupations and how these people think about the way a product might change in the future.  Through Digital Technologies students use digital systems to acquire and process data for comparison and interpretation purposes. Students progress in their systems thinking by considering the connections between digital systems and peripherals to meet specific purposes, such as using a headset to participate in an online class discussion. They explore how digital systems interact by transmitting data, such as using a class laptop to stream videos from an online news service. Students will have had the opportunity to broaden their computational thinking by creating simple digital solutions, individually and in groups, that involve defining problems, and designing and implementing solutions as visual programs. | | | |
| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **What’s the matter?** | **How can we keep food fresh and safe to eat without using plastic?** | **How do living things depend on each other to survive?** | **How can we create the fastest Lego Race Car?** |
| Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions in everyday life. They conduct investigations, asking questions and making predictions, to record and analyze results. Students describe how science investigations can be used to answer questions. They recognize that Australia’s First Peoples traditionally used knowledge of solids and liquids in their everyday lives. | An inquiry-based task in which students look into their lunchbox waste to collect data and represent that data in various ways to develop waste management strategies to reduce their waste footprint.  Task A-   * Sort and record different types of waste found in their lunchbox * Create tables and column graphs to present data * Discuss, evaluate and make recommendations   Task B-  Design a digital game to help students to reduce the amount of waste thrown away from their lunchboxes. | Students adopt the role of Junior Ecologists to investigate the importance of mangrove forests along Wynnum/Manly foreshore. Students sequence key stages in crab and mangrove lifecycles and gain an understanding of how living things depend on each other to survive.  Throughout this project there is a focus on feeding relationships between plants and animals (food webs) in the ecosystems observed.  A letter-to-the-editor published in the Wynnum Herald provides stimulus, generating questions about the value of mangroves and their importance to humans and other organisms  **Excursion- MBEEC- Mangroves and the crabs** | Students investigate how contact and non-contact forces are exerted on an object. You will then design and investigate forces by creating a Lego race car, and identify when science is used to inform decisions.  This project is a design challenge, made up of three parts, that will see the students:   * Part A- Investigate how forces impact on objects * Part B - Design and build a Lego race car * Part C- Race, Test and report on the Car’s performance |
| **Assessment** | Tasks and activities for this unit will cover th following assessment criteria  Chemical science- They classify solids and liquids based on observable properties and describe how to cause a change of state.  **Science Inquiry-** 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 assess the fairness of their 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-**Students process and represent data for different purposes  **Processes and production skills**- Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks. | Tasks and activities for this unit will cover th following assessment criteria  Biological science- students classify and compare living and non-living things to identify the roles of organisms in a habitat and construct different food chains and life cycles.  **Science Inquiry-** Students pose questions to identify patterns and relationships and make predictions based on observations. 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  **Phyysical Science-** identify forces acting on objects and describe their effect.  **Design and Technologies-**describe the features and uses of technologies and create designed solutions  **Processes and production skills**- 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. |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** |

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

| **Term 1** | | **Term 2** | | **Term 3** | | | **Term 4** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HUMANITIES AND SOCIAL SCIENCES 1h 30m/w** | **KA** | | **Unit One- Migration in Australia and ANZAC Day**  *Inquiry question: We’ve come from far and wide but how did people feel about being a migrant nation?*  *Inquiry question: What is ANZAC Day and how and why do people commemorate?* | | | | *Unit Two -* Using places sustainably  To conduct an inquiry to answer the following question: *How can people use environments more sustainably?* | | | | |
| **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 * 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:   * explore the concept of 'place' with a focus on Africa and South America * describe the relative location of places at a national scale * identify how places are characterised by their environments * describe the characteristics of places, including the types of natural vegetation and native animals * examine the interconnections between people and environment and the importance of environments to animals and people * identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places * investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste * recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments * propose actions for caring for the environment and meeting the needs of people. | | | | |
| **ACHIEVEMENT STANDARD** | | By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity. Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject specific terms to present descriptions and explanations. | | | | By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity. Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject specific terms to present descriptions and explanations. | | | | |
| **ASSESSMENT** | | *Assessment tasks:*   * 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 | | | | *Assessment tasks:*  Stimulus activities - working with a variety of sources to examine how can people use environments more sustainably | | | | |
| **THE ARTS 1 h/w (plus 30 min Music)** | **ACHIEVEMENT STANDARD** | | By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks.  Students collaborate to plan and make artworks that communicate ideas. | | | | | | | | |
|  | | **Term 1** | | **Term 2** | | **Term 3** | | | **Term 4** | |
| **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 | |
| **ACHIEVEMENT STANDARD** | | 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 | | | | |
|  | | **ACHIEVEMENT STANDARD** | | By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.  Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | | | | | | |
|  | |  | | SEMESTER 1 | | | | SEMESTER 2 | | |
| **HEALTH & PHYSICAL EDUCATION 2h/w** | |  | | **Swimming Unit 1 – Water Safety & Jnr Lifesaving**  **Indigenous Games (Ball)**  **Cross Country Carnival Preparation** | | **Athletics:**  **Athletic Development & Technique**  **Athletics Carnival Preparations** | | **Football/Netball/Tee Ball**  **Swimming Unit 2 – Stroke Development & Carnival Preparation** | | |
| They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke, Survival stroke & Water Safety*.** 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 water safety and water rescue such as ***Throw & Reach Rescue, Submersion Retrieval ans 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.  They perform specialised movement skills and sequences in relation to Indigenous running games such as ***running & dodging, throwing & catching.*** 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 | | Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. They practise and refine the skills introduced in the early years and transfer them to unfamiliar movement situations.  Students combine different movement skills in various situations within the **Athletics Unit** to create more complex movement patterns and sequences ***(Sprinting, Long distance Running, Long & High jump, Shot Putt & Team Relays***). Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity. | | Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives. They demonstrate fair play and inclusion through a range of roles in movement contexts  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. | Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.  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. | |
| **Assessment:** Observation / checklist  Swimming Stroke Criteria  Water Safety Checklist  Jnr Lifesaving Checklist  Indigenous Games Criteria Sheet  Working With Others/Rules – Checklist | | **Assessment:** Observations / checklists  Athletics Criteria Sheet  Working With Others/Rules - Checklist | | **Assessment:** Observations / checklists  Netball/Football/Tee ball Criteria Sheet  Working With Others/Rules - Checklist | **Assessment:** Observation / checklist  Swimming Stroke Criteria  Water Safety Checklist  Working With Others/Rules – Checklist | |
|  | | **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. | | |