

		Semester 1			Semester 2		
ENGLISH 7h/w	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Narrative U2 Investigating characters</p> <ul style="list-style-type: none"> Listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. Read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. Write a short imaginative narrative based on a familiar theme. <p>Text: Matty Forever</p>	<p>Persuasive focus: Argument U1</p> <ul style="list-style-type: none"> Read and analyse digital and written persuasive texts. Explore how persuasive language can be used to express feelings and opinions on topics Identify persuasive text structures and language features that create texts. 	<p>Informative focus: Description U6 Engaging with descriptive poems</p> <ul style="list-style-type: none"> Listen to, read and adapt poems featuring an Australian setting. Discuss how language is used to describe settings in texts and explore how settings shape the events and influence the mood. Explore how language features enhance meaning and engage the reader. Create and present a poem that adapts language features and patterns. <p>Text: Bell Birds (Henry Kendall) Supermarket (Libby Hathorn) My Country (Dorothea Mackellar) Desert Community (Frances Todd)</p>	<p>Imaginative focus: Narrative U5 Exploring imaginative texts</p> <ul style="list-style-type: none"> Listen to, read and interpret an imaginative text from a different culture. Demonstrate understanding through written responses, focusing on language used to describe the setting and events. Explore the way description of setting and visual images can be used to establish mood and amplify the feelings of characters. Write an original illustrated story. <p>Text: Kumiko</p>	<p>Persuasive focus: Argument U3 Exploring personal experiences through events</p> <ul style="list-style-type: none"> Read and listen to texts to identify the way authors portray experiences of an event. Use comprehension strategies to build literal and inferred meaning and make interpretations about a literary text. Explore an issue through fiction (ie why we need family). Construct a persuasive text. <p>Text: The Shack that Dad Built; The Peasant Prince</p>	<p>Informative focus: Procedure U4 Exploring procedure</p> <ul style="list-style-type: none"> Listen to, read and analyse informative texts (procedures). Use language features to sequence and link ideas (quality – procedure) Shift tenor between formal and informal responses. Create a spoken informal procedure. <p>Text: Fantastic Mr Fox</p>
	KNOWLEDGE APPLICATION	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> Preparing and reading <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter Detailed Reading <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns Intensive Strategies <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing Rewriting <ul style="list-style-type: none"> Use the same language patterns Write new setting, event or character Joint Construction <ul style="list-style-type: none"> Use well written narrative models to write a new chapter 	<p>R2L Teaching Cycle: Argument</p> <ol style="list-style-type: none"> Preparing and Reading <ul style="list-style-type: none"> Prepare and read whole text Read and interpret themes and aesthetics in literary and visual texts Discuss and make notes Detailed Reading <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model response Highlight evaluative language patterns Intensive Strategies <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Rewriting <ul style="list-style-type: none"> Practise spelling and writing Joint Construction <ul style="list-style-type: none"> Use same evaluative language patterns to write a new ad Deconstruct models of advertisements 	<p>R2L Teaching Cycle: Factual (description)</p> <ol style="list-style-type: none"> Preparing and Reading <ul style="list-style-type: none"> Learn curriculum knowledge (poems_ Paragraph-by-paragraph reading Highlight and discuss key information Make notes Detailed Reading <ul style="list-style-type: none"> Understand in depth and detail Highlight key information from the text and discuss in depth Intensive Strategies <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing Rewriting <ul style="list-style-type: none"> Write technical and abstract language Make notes and write new sentences Joint Construction <ul style="list-style-type: none"> Deconstruct stages and phases of a description Use notes to organise information 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> Preparing and reading <ul style="list-style-type: none"> Prepare and read whole Discuss themes and aesthetics Detailed Reading <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns Intensive Strategies <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing Rewriting <ul style="list-style-type: none"> Use the same language patterns to write a new event/ setting/ character Joint Construction <ul style="list-style-type: none"> Deconstruct stages and phases 	<p>R2L Teaching Cycle: Argument/ Text Response</p> <ol style="list-style-type: none"> Preparing and Reading <ul style="list-style-type: none"> Read source texts about issues Paragraph-by-paragraph reading Highlight and discuss key information Make notes Detailed Reading <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model arguments Highlight evaluative language patterns Intensive Strategies <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing Rewriting <ul style="list-style-type: none"> Use same evaluative language patterns New issue and position Joint Construction <ul style="list-style-type: none"> Deconstruct models of arguments 	<p>R2L Teaching Cycle: Factual (procedure)</p> <ol style="list-style-type: none"> Preparing and Reading <ul style="list-style-type: none"> Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes Detailed Reading <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth Intensive Strategies <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing Rewriting <ul style="list-style-type: none"> Write new sentences guided by the teacher Joint Construction <ul style="list-style-type: none"> Deconstruct stages and phases of procedural text Use notes to organise information
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Noun groups Verb groups Punctuation Sight words (harder lists) Editing R2L Content spelling NAPLAN style questions 	<ul style="list-style-type: none"> Modal verbs Fact/opinion statements Parts of sentence Editing NAPLAN style questions R2L Content spelling 	<ul style="list-style-type: none"> Similes/metaphors Noun groups Rhyming Rhythm Onomatopoeia R2L Content spelling Editing 	<ul style="list-style-type: none"> Noun groups Verb groups and tense Sentence Types Punctuation R2L Content spelling Editing Language choice - Mood Language choice - setting 	<ul style="list-style-type: none"> Stages of text Phases – paragraph structure Evaluative language Modal verbs and adverbs Punctuation R2L Content spelling Editing Subject / Verb agreement 	<ul style="list-style-type: none"> Sequencing Verbs (increase vocab) Formal/informal language C2C Spelling word list Editing Antonyms/Synonyms Punctuation
	ASSESSMENT	<p>Summative assessment</p> <ul style="list-style-type: none"> Reading comprehension assessment: multi-choice and short answer questions Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters. 	<p>Formative and summative assessment</p> <ul style="list-style-type: none"> Write a persuasive text Reading comprehension assessment: multi-choice and short answer questions 	<p>Formative assessment:</p> <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) 	<p>Summative assessment</p> <ul style="list-style-type: none"> Reading comprehension task Create a multi-modal presentation using visual language features Publish a short story episode in present tense 	<p>Formative and summative assessment:</p> <ul style="list-style-type: none"> Write a Persuasive text about the importance of family Reading Comprehension task 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Perform an Oral presentation Write an informal procedure
		Year level Moderation	School Moderation	Cluster Moderation	Year Level Moderation	Cluster Moderation	School Moderation

Semester 1

Semester 2

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)
They understand how language features and vocabulary choices are used for different effects. They identify literal and implied meaning connecting ideas in different parts of a text.

Productive modes (speaking, writing and creating)
Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings on topics. Their texts include writing to express and develop, in some detail, events, ideas and characters.

Receptive modes (listening, reading and viewing)
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, and vocabulary choices are used for different effects.

Productive modes (speaking, writing and creating)
They understand how language can be used to express feelings and opinions on topics. Their texts include writing to express information and ideas.

They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.

Receptive modes (listening, reading and viewing)
By the end of Year 3, students understand how language features, and vocabulary choices are used for different effects.

Productive modes (speaking, writing and creating)
They understand how language can be used to express feelings on topics. Their texts include writing to express and develop, experiences, ideas.

Students create texts for familiar audiences, making presentations. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They write using joined letters that are accurately formed and consistent in size.

Receptive modes (listening, reading and viewing)
By the end of Year 3, students understand how language features, images are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They identify literal and implied meaning connecting ideas in different parts of a text.

Productive modes (speaking, writing and creating)
Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create texts for familiar audiences. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.

Receptive modes (listening, reading and viewing)
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.

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.

Productive modes (speaking, writing and creating)
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.

Receptive modes (listening, reading and viewing)
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		Term 1	Term 2	Term 3	Term 4
		Unit One	Unit Two	Unit Three	Unit Four
MATHEMATICS 5h/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-dimensional 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. Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. 	<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, 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. Location and transformation - describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical. 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, 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. 	<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. Money and financial mathematics - count the change required for simple transactions to the nearest five cents. Using units of measurement - measure, order and compare objects using familiar metric units of length, mass and capacity Shape - make models of three-dimensional objects. Location and transformation - represent symmetry, interpret simple maps and plans. Geometric reasoning - identify angles as measures of turn, compare angle sizes in everyday situations. 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 beyond 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 	<ul style="list-style-type: none"> Partition 3 digit numbers Odd/even numbers Multiplication facts Patterns Fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$ Multiplication facts: $\times 0$, $\times 2$, $\times 5$, $\times 10$ Related division facts Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{8}$ Symmetry Telling time to nearest minute 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)

		Term 1	Term 2	Term 3	Term 4
		Unit One	Unit Two	Unit Three	Unit Four
ASSESSMENT	Summative Assessment:		Formative assessment:	Summative assessment:	Summative assessment:
	<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>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>Investigating the relationship between units of time</p> <p>Students use simple strategies to reason and solve a measurement inquiry question.</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) (optional)</p> <p>Students represent money values in various ways and correctly count change from financial transactions.</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>Representing multiplication</p> <p>Students represent multiplication and solve multiplication problems using a range of strategies.</p> <p>Telling time to the nearest minute</p> <p>Students tell time to the nearest minute and solve problems involving time.</p>	<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>Investigating change</p> <p>Students use simple strategies to reason and solve money inquiry questions.</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>	

		Term 1	Term 2	Term 3	Term 4
STEM 2h45m/w		Life and living (C2C Unit 1)	Spinning Earth (C2C Unit 2)	Hot stuff (C2C Unit 3)	What's the matter? (C2C Unit 4)
	CURRICULUM KNOWLEDGE	<p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p> <p><i>Assessment of student learning will be gathered from completing STEM project work.</i></p>	<p>Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</p>	<p>Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p> <p><i>Assessment of student learning will be gathered from completing STEM project work.</i></p>	<p>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. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.</p> <p><i>Assessment of student learning will be gathered from completing STEM project work.</i></p>
	ACHIEVEMENT STANDARD	<p>By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.</p> <p>Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>	<p>By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>	<p>By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>	<p>By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>
	ASSESSMENT	<p>Assessment- Investigating living things <i>Supervised assessment</i></p> <p>Students group living things based on observable features and distinguish them from non-living things.</p>	<p>Investigating the sun, Earth and us <i>Multimodal presentation</i></p> <p>Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p>	<p>Assessment- Understanding heat <i>Experimental investigation</i></p> <p>Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p>	<p>Assessment- Investigating solids and liquids <i>Supervised assessment</i></p> <p>Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>
	CURRICULUM KNOWLEDGE	<p>Digital Technology- What digital systems do you use? (C2C unit 1) In this unit students will explore and use a range of digital systems including peripheral devices and create a digital solution using a visual programming language.</p>			<p>Design and technology- Links with unit 3 and 4. (C2C Unit 1) Materials and technologies specialisations In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs.</p>
	ACHIEVEMENT STANDARD	<p>By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.</p>			<p>By the end of Year 4, students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.</p>
	ASSESSMENT	<p><i>Portfolio</i> What digital systems do you use? Portfolio Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution using a visual programming language. This unit will continue in Grade 4</p>			<p>Assessment- Repurpose it <i>Portfolio</i> Students apply understanding of the properties of materials and components to repurpose items into another useful item (water cooler). Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain how the design of products meets the needs of the community • identify how materials and components can be used to create designed solutions • explain needs • develop and expand design ideas • communicate using annotated drawings and symbols • identify appropriate materials, equipment and techniques • demonstrate safe work practices • plan and sequence steps in design and production • evaluate ideas and solutions against success criteria.

		Term 1	Term 2	Term 3	Term 4	
HUMANITIES AND SOCIAL SCIENCES 1h30m/w	KA	Unit One- Our Unique Communities- How do people contribute to their unique communities?		Unit Two- Exploring Places Near and Far- How and why are places similar and different?		
	CURRICULUM KNOWLEDGE	<p>In this unit, students:</p> <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 sequence information about events and the lives of individuals in chronological order communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 		<p>In this unit, students:</p> <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. explain the role of rules in their community and share their views on an issue related to rule-making describe the importance of making decisions democratically and propose individual action in response to a democratic issue communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 		
	ACHIEVEMENT STANDARD	<p>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.</p> <p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p> <p>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.</p>		
	ASSESSMENT	<p>Assessment task- Collection of work- To investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.</p>		<p>Assessment task – Collection of work- To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.</p>		
THE ARTS 1h15m/w		<p>U1 – Visual Arts – Meaning In Found Objects (C2C v8 U1) In this unit, students explore the communication of cultural meaning through found objects and surface manipulation.</p>	<p>U2 – Media Arts – Persuade to Protect (C2C v8 U1) In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p>	<p>Unit 3 - Visual Arts - Multicultural Night Make and respond to art displays by exploring photographs and pictures from cultural stories Present art displays that communicates ideas about cultural stories to an audience of peers, family and friends Respond to own and others' art work and consider where and why people make art displays.</p>	<p>U4 - Drama – Country/Place (C2C v8 U2) In this unit, students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.</p>	<p>U5 – Dance - Celebrating Dance (C2C v8 U1) In this unit, students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p>
		<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.</p>
		<p>Formative assessment – Work samples, checklists, teacher observations Summative assessment – Displayed art work</p>	<p>Formative assessment – Checklists, teacher observations, work samples Summative assessment - Advertisement</p>	<p>Formative assessment – Teacher observations, checklists, work samples Summative assessment – Displayed art work</p>	<p>Formative assessment – Teacher observations and checklists Summative assessment – Performances (group and Ind)</p>	<p>Formative assessment – Teacher observations and checklists Summative assessment – Performances (group and Ind)</p>
		<p>Music During music lessons, students participate in Beat and Rhythm work, Solfa sounds, hand signs and Canon work</p>	<p>Music During music lessons, students have the opportunity to develop understandings of Beat and Rhythm work, Solfa sounds and hand signs, Canon work and accompaniments, and play on tuned percussion.</p>	<p>Music During music lessons, students learn about Rhythm work, Ostinati (rhythmic and melodic), Solfa sounds and hand signs, Instruments of the Orchestra-Woodwind, Brass and Percussion families and playing on tuned percussion</p>	<p>Music During music lessons, students learn about Rhythm work, Ostinati (rhythmic and melodic), Solfa sounds and hand signs, Instruments of the Orchestra-Woodwind, Brass and Percussion families.</p>	
		<p>Assessment: Teacher observations-Reading/ writing/ playing known songs; Reading and writing solfa sounds</p>	<p>Assessment: Teacher observations-Reading/ writing/ playing known songs; Reading and writing solfa sounds</p>	<p>Assessment: Teacher observations-Reading/ writing/ playing rhythms; Reading, writing and performing solfa sounds</p>	<p>Assessment: Teacher observations-Create and perform with tuned and untuned percussion.</p>	

		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w		<p>School based learn to swim and water safety program Level 3</p> <ul style="list-style-type: none"> Can perform Freestyle arms & kick correctly for 10 metres -12.5m (width of pool or ½ length) Can back float from the edge for 10 seconds. Will, in deep water while holding a buoyant object, push him/herself out 2 metres and return to the edge. 	<p>Take your marks, get set, play (C2C U2)</p> <p>In this unit, students develop the fundamental movement skills of running, jumping and throwing.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and develop running, jumping and throwing techniques in a variety of situations refine running, jumping and throwing techniques in athletics based games and to solve challenges understand the benefits of physical activity for their mind and body. 	<p>Kicking, passing, throwing and catching (C2C U3)</p> <p>Students perform the refined fundamental movement skills of throwing(overarm, shoulder pass and chest pass)and catching. Children perform the fundamental skills of instep and punt kicking.</p> <ul style="list-style-type: none"> Practice and refine fundamental throwing, catching and kicking skills with large balls. Combine fundamental movement and object control in drills and minor games. Apply basic rules and scoring systems and demonstrate fair play. Adopt inclusive practices. Develop and apply strategies in minor games. Solve movement challengers. 	<p>School based learn to swim and water safety program Level 3</p> <ul style="list-style-type: none"> Can perform Freestyle arms & kick correctly for 10 metres -12.5m (width of pool or ½ length) Can back float from the edge for 10 seconds. Will, in deep water while holding a buoyant object, push him/herself out 2 metres and return to the edge.
		<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
		<p>Assessment: Observation / checklist</p>	<p>Assessment: Observations / checklists</p>	<p>Assessment: Observations / checklists</p>	<p>Assessment: Observation / checklist</p>
		<p>U1 - Good friends</p> <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. 	<p>U3 Healthy futures</p> <ul style="list-style-type: none"> Explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. Explore sustainability practices that demonstrate respect for the environment Make connections between sustainability and personal health Investigate sustainable practices in the classroom Explore the similarities between community, classroom and school sustainable practices Discuss how being outdoors supports the different dimensions of health Participate in a range of outdoor activities with other students. 		
		<p>Formative and Summative Assessment: Recognise strategies for managing change</p>	<p>Formative and Summative Assessment: Use decision making and problem solving skills to create a health plan</p>		
Excursion		Planetarium and Botanical gardens			