

		Semester 1			Semester 2		
ENGLISH 6h/w	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Narrative</p> <p>Investigating author's language in a familiar narrative (C2C U1)</p> <ul style="list-style-type: none"> Read a narrative and examine and analyse the language features and techniques used by the author. Understand the structures of a narrative (stages and phasing) Create sequenced events to build tension and hold audience interest. Develop characterisation through noun groups and verb groups. Create a new chapter for the book. (same characters, different event). Develop an art brief to enhance character development <p>Text: The Twits</p>	<p>Persuasive focus: Advertisement</p> <p>Examining persuasion in advertisements and product packaging (C2C U6)</p> <ul style="list-style-type: none"> Read and view a range of product advertising. Demonstrate an understanding of the persuasive language and visual techniques used in product advertising. Research, plan and design an advertisement using software programs. Write a short persuasive text related to the advertisement 	<p>Informative focus: Recount</p> <p>Exploring recounts set in the past (C2C U4)</p> <p>Listen to, read and explore a variety of historical texts written from different perspectives.</p> <ul style="list-style-type: none"> Identify historical facts and opinion. Identify language features authors use to engage a reader, namely character development and plot tension. Use metalanguage to describe the effect of ideas, text structures and language features in texts studied. Develop a series of events of time (time markers and action verbs) Evaluate the emotive impact of noun, verb and circumstantial detail. Perform in role recounting the arrival of the first fleet <p>Text: The First Fleet</p>	<p>Imaginative focus: Narrative</p> <p>Examining Traditional Stories (C2C U3)</p> <ul style="list-style-type: none"> Listen to, read and view information and stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. Identify language features, ideas, relationships and messages in the stories. 	<p>Persuasive Focus: Persuasive Magazine Article</p> <p>Persuasive essay for a magazine</p> <ul style="list-style-type: none"> Students listen to, read, view and interpret a range of news articles to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They write a persuasive argument, from a particular viewpoint, on an environmental issue. <p>Text: Zoos Back to Natu</p>	<p>Informative Focus: Informative Response</p> <p>Exploring a Quest Novel (C2C U5)</p> <ul style="list-style-type: none"> In this unit, students read and analyse a quest novel Identify and analyse the use of cohesive devices in a section of text from a quest novel identifying and analysing the use of nouns, noun groups, verbs and verb groups to develop the main character identifying and analysing the use of verbs, verb groups, adverbs, adverb groups and prepositional phrases to describe a setting identifying and analyse how the author uses direct speech to develop the main character.
	KNOWLEDGE APPLICATION	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns Write new setting, event or character <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a new chapter 	<p>R2L Teaching Cycle: Argument</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph by paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns Analyse key paragraphs/ phrases from model arguments <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Practise spelling and writing <u>Use same evaluative language patterns to write a new ad</u> <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of advertisements 	<p>R2L Teaching Cycle: Factual/ Text Response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn curriculum knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Understand in depth and detail Highlight key information from the text and discuss in depth <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Practise spelling and writing <u>Write technical and abstract language</u> <u>Make notes and write new sentences</u> <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of a description Use notes from paragraph by paragraph reading to organise information 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Practise spelling and writing <u>Use the same language patterns</u> <u>Write new setting, event or character</u> <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a new chapter 	<p>R2L Teaching Cycle: Factual</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph by paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns Analyse key paragraphs/ phrases from model arguments <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Practise spelling and writing</u> <u>Use same evaluative language patterns to write a new argument</u> <u>Joint Construction</u> <ul style="list-style-type: none"> Reconstruct a persuasive argument on a different environmental issue 	<p>R2L Teaching Cycle: Factual/ Text Response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn curriculum knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Understand in depth and detail Highlight key information from the text and discuss in depth <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Practise spelling and writing</u> <u>Write technical and abstract language</u> <u>Make notes and write new sentences</u> <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of a written response to a novel
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Noun groups Verb groups Punctuation Sight words (harder lists) C2C Spelling word list Editing NAPLAN style questions 	<ul style="list-style-type: none"> Sequencing Verbs (increase vocab) Formal/informal language C2C Spelling word list Editing Antonyms/Synonyms Punctuation 	<ul style="list-style-type: none"> Similes/metaphors Noun groups Rhyming Rhythm Onomatopoeia C2C Spelling word list Editing 	<ul style="list-style-type: none"> Sequencing Verbs (increase vocab) Formal/informal language C2C Spelling word list Editing Antonyms/Synonyms Punctuation 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Fact/opinion statements Modal verbs Appraisal language Formal/informal language Sentence starters Connectives (compare and contrast vocabulary) 	<ul style="list-style-type: none"> Noun groups Verb groups Punctuation Sight words (harder lists) C2C Spelling word list Editing Pronoun referencing Text connectives

Semester 1			Semester 2			
ASSESSMENT	Formative and summative assessment <ul style="list-style-type: none"> Create a new chapter for "The Twits" (including characterisation and suspense) Create an art brief. 	Formative <ul style="list-style-type: none"> Product design (monitoring task) Summative assessment: <ul style="list-style-type: none"> Write a persuasive text related to the design of a cereal packet. 	Formative assessment: <ul style="list-style-type: none"> Comprehension task (labelling, description and explanation text) Performance in role as a character recounting the arrival of the first fleet 	Summative assessment: <ul style="list-style-type: none"> Create and present a traditional story Students create and present a traditional story which includes a moral for a younger audience. 	Summative assessment : Persuasive argument <ul style="list-style-type: none"> comprehending the main arguments in support of different points of view in relation to an environmental issue evaluating, selecting and sequencing information when planning a persuasive argument 	Summative Assessment: <ul style="list-style-type: none"> Students construct a written response to a quest novel Students explain how the author of a quest novel represents the main character in an important event.
	Year level Moderation	School Moderation	Cluster Moderation	Year Level Moderation	Cluster Moderation	School Moderation
ACHIEVEMENT STANDARD	Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They create texts that show understanding of how images can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, and use accurate spelling and punctuation, editing their work to improve meaning.	Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in texts. They express preferences for particular texts.	Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features and vocabulary are used to engage audiences. They describe literal and implied meaning connecting ideas in different texts and express preferences for particular texts, Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation.	Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts. Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They create texts that show understanding of how images can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, and use accurate spelling and punctuation, editing their work to improve meaning.	Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning, connecting ideas in different texts. They express preferences for particular texts and respond to others viewpoints. Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.	Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for audiences. They make presentations varying language according to context. They demonstrate understanding of grammar and use accurate spelling and punctuation, editing their work to improve meaning. Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts.

		Term 1		Term 2		Term 3		Term 4	
MATHEMATICS 5 h/w	CURRICULUM KNOWLEDGE	<p>Understanding Place Value, Fractions and Operations</p> <ul style="list-style-type: none"> •Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, comparing large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks •Fractions and decimals — communicate sequences of simple fractions •Fractions and decimals - revise & investigate the fractions that can be created through repetitive halving, eighths and quarters counting & representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions •Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths 	<p>Identifying and Explaining Chance Events</p> <ul style="list-style-type: none"> •Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, compare large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks •Patterns and algebra — use properties of numbers to continue patterns •Chance — compare dependent and independent events, describe probabilities of everyday events •Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays 	<p>Using the Properties of Odd and Even Numbers</p> <ul style="list-style-type: none"> •Number and place value - read 5-digit numbers, identify and describe place value in 5-digit numbers, partition numbers using place value partitions, make connections between representations of 5-digit numbers, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd & even numbers & make generalisations about adding, subtracting, multiplying & dividing odd & even numbers, identify sequences created from multiplying by 10, 100 & 1 000 •Shape - revise properties of 2D shapes including polygons & quadrilaterals, identify combined shapes 	<p>Gnome Land</p> <ul style="list-style-type: none"> •Location and transformation — maps and plans, identify the need for legends, investigate the language of location, direction & movement, find locations using turns & everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps & plans, explore mapping conventions, plan & plot routes on maps •Geometric reasoning — identify angles, construct & label right angles, identify & construct angles not equal to a right angle, mark angles not equal to a right angle. •Number and place value — consolidate place value understanding of 5-digit numbers, compare & order 5-digit numbers, revise addition & subtraction concepts, solve addition & subtraction problems •Money and financial mathematics — read & represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change 	<p>Fraction fit</p> <ul style="list-style-type: none"> •Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change. •Number and place value - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families. •Fractions and decimals - partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators. •Location and transformation - investigate different types of symmetry, analyse and create symmetrical designs. 	<p>Measure it up</p> <ul style="list-style-type: none"> •Using units of measurement - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement •Shape - compare the areas of regular and irregular shapes using informal units of area measurement •Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means •Fractions and decimals – model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals, equivalence. •Number and place value - apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations 	<p>Connecting Decimals and Fractions</p> <ul style="list-style-type: none"> •Chance - describe the likelihood of everyday chance events, order events on a continuum •Data representation and interpretation - write questions to collect data, collect & record data, display & interpret data •Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities. Identifying multiplicative and division relationships. •Number and place value - calculate addition & subtraction using a range of mental & written strategies, recall multiplication & related division facts, calculate multiplication & division using a range of mental & written strategies, solve problems involving the four operations. 	<p>Analysing Data</p> <ul style="list-style-type: none"> •Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases •Using units of measurement (area, time) —measure and compare volume, use am and pm notation, solve simple time problems •Fractions and decimals — investigate equivalent fractions, make connections between fractions and decimal notation •Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read & write decimals, identify fractions & corresponding & decimals, compare & order decimals (to hundredths) •Number and place value — use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> • Count beyond 1000 • 4 digit numbers • Arrays • Repeated addition • Part-part whole model (multiplication) • Division facts • Money: count coins and notes • Fractions: symbolic representation 	<ul style="list-style-type: none"> • Measurement units • Time: tell time to the hour • Patterns • Addition facts • Subtractions facts 	<ul style="list-style-type: none"> • Multiplication facts: x0, x2, x5, x10 • Related division facts • Fractions: ½, 1/3, 1/5, 1/8, ¼, 1/8 • Symmetry • Simple maps • Chance statements 	<ul style="list-style-type: none"> • Angles • Money: Change • Measurement units • 3D shapes (curved surfaces) • Mixed Number facts 				
	ASSESSMENT	<p>Formative assessment: Place value, fractions and operations</p> <ul style="list-style-type: none"> • Students locate fractions on a number line, describe number patterns and recall multiplication facts. • How much is 10 000 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations. • Dependent and independent events and explain the chance of everyday events occurring. • Multiplicative number facts. 	<p>Summative assessment Using odd and even numbers</p> <ul style="list-style-type: none"> • To use the relationships between the four operations and odd and even numbers. • Using the properties of odd and even numbers. 	<p>Formative assessment Valuing number</p> <ul style="list-style-type: none"> • Demonstrate place value understanding and apply it to computation. <p>Number and location mathematical inquiries</p> <ul style="list-style-type: none"> • Use simple strategies to reason and solve number and location inquiry questions. • Recalling multiplication and division facts. 	<p>Formative assessment Manipulating digital images</p> <ul style="list-style-type: none"> • Flip, slide and turn symmetry and identify lines of symmetry in objects. 	<p>Summative assessment</p> <ul style="list-style-type: none"> • Marvellous Measurement Short answer questions • Compare areas of regular and irregular shape using informal units and to use scaled instruments to measure temperature, length, shape and object • Fraction fit <i>Short answer</i> • Represent fraction families and equivalent fractions 	<p>Summative assessment Deadly decimals <i>Short answer questions</i></p> <ul style="list-style-type: none"> • Fractions and decimals (to hundredths). • Data analysers • Solving purchasing problems 	<p>Formative assessment Measurement mathematical guided inquiries</p> <ul style="list-style-type: none"> • Students use simple strategies to reason and solve number and location inquiry questions. • Investigating time – how long does it take to read a book.

		Term 1	Term 2	Term 3	Term 4
		Material use (C2C Unit 3)	Here today, gone tomorrow (C2C Unit 1)	Ready, set, grow! (C2C Unit 2)	Fast forces! (C2C Unit 4)
STEM 3h15m/w	CURRICULUM KNOWLEDGE	They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.	In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.	Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.
	ACHIEVEMENT STANDARD	By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.	By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.	By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.	By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.
	ASSESSMENT	Assessment- Investigating properties affecting the use of Plastic-report <i>Supervised assessment</i> To investigate the physical properties of materials and consider how these properties influence the selection of materials for particular purposes, considering how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions.	Assessment- Investigating water erosion- water erosion investigation planner <i>Assignment/ Project</i> Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.	Mapping life cycles and relationships <i>Research</i> A tomato plant's life cycle diagram and concept map Students gather information on garden vegetables (tomato plants) regarding its life stages and relationships with other living things that either assist or hinder its survival. Students produce a concept map showing the life stages and explaining the relationships and effects of the relationships between the plant and other living things, including humans. Students communicate their ideas and findings using scientific language.	Investigating contact and non-contact forces- catapult capers <i>Experimental investigation</i> Students conduct an investigation about how contact and non- contact forces are exerted on an object. Students design and investigate different sized forces on the motion of objects, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.

		Term 1	Term 2	Term 3	Term 4
CURRICULUM KNOWLEDGE		<p>Digital technologies - What's your waste footprint? (C2C Unit 2)</p> <p>In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They will:</p> <ul style="list-style-type: none"> recognise different types of data and represent the same data in different ways collect, access and present data as information using simple software (such as spreadsheets) explore and describe how a range of common information systems present data as information to meet personal, school and community needs develop skills in computational and systems thinking when solving problems and creating solutions plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols explain how existing information systems meet personal, school and community needs. 	<p>Digital Technologies- What digital systems do you use? (C2C Unit 1)</p> <p>In this unit students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They will:</p> <ul style="list-style-type: none"> identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data define simple problems and identify needs develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving simple problems and creating solutions. <p>This unit continues on from grade 3 to complete their portfolio</p>	<p>Design and Technology- Stand alone unit (C2C Unit 2)</p> <p>What's for lunch?</p> <p>Food and fibre production and Food specialisations</p> <p>In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.</p> <p>They explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> exploring traditional food and fibre production and food technologies identifying contemporary technologies for growing food and fibre and preserving and preparing foods generating, developing and communicating design ideas for a food product producing by working safely with equipment and ingredients to create a food product evaluating design ideas and processes for the product collaborating as well as working individually throughout the design and production process managing by sequencing production steps. <p>Suggested partner unit: HASS Year 3 Unit 1 – Our unique communities</p>	<p>Engineering principles and systems (C2C Unit 3)</p> <p>In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a rubberband race car to meet a design challenge.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> exploring objects with moving parts testing materials, tools and techniques exploring techniques for shaping and joining materials and creating mechanisms generating, developing and communicating design ideas for the rubberband race car producing by working safely with components and materials to create a functioning product evaluating design ideas and processes for the product and environment collaborating as well as working individually throughout the design and production managing by sequencing production steps.
	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.</p> <p>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 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.</p> <p>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.</p> <p>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>	<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.</p> <p>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>Assessment- What's your waste footprint? <i>Portfolio</i></p> <p>Assessment of student learning will be gathered from completing project work.</p>	<p>Assessment- What digital systems do you use? <i>Portfolio</i></p> <p>Assessment of student learning will be gathered from a design challenge and project.</p>	<p>Assessment- What's for lunch? <i>Portfolio</i></p> <p>Students design and make a lunch item that includes modern and traditional technologies.</p>	<p>Assessment- Fast forces! Rubberband racers <i>Portfolio and team construction</i></p>	

YR 4 CONNECTED CURRICULUM – HASS

		Term 1		Term 2		Term 3		Term 4	
HASS 1h30m/h/w	CURRICULUM KNOWLEDGE	Unit 1 – Australia Before, During and After European Settlement				Unit 2 – Using Places Sustainably			
		James Cook's First Journey	How and Why Life Changed for Convicts on the First Fleet	Points of View	Profile of a Friend	Investigating Environment	Investigating Sustainable Practices	Investigating Waste management	
		<ul style="list-style-type: none"> Diversity and longevity of Australia's First Peoples Connections to Country and Place Experiences of contact with the Macassar people Significance of early European exploration Significant journeys of discovery Impacts of colonisation Great South Land Significant journeys - Contact 	<ul style="list-style-type: none"> Why the British settled in Australia The First Fleet comes to New South Wales Early European settlement Problems in the colony The Eora people 	<ul style="list-style-type: none"> Changes after European settlement - the Awabakal people of Lake Macquarie Effects of European settlement on Australia's First Peoples Rule and laws in communities 	<ul style="list-style-type: none"> We belong to diverse groups Role of groups in the community Groups shape our identities Culture shapes our identities 	<ul style="list-style-type: none"> Place and the environment Purposes of maps Describing the location of places Understanding grid references Using scale Vegetation and the environment Animals and the environment Spotlight Africa Spotlight South America 	<ul style="list-style-type: none"> Natural resources Custodial responsibility Protecting the environment Sustainable and unsustainable use of resources Purpose of local government People and places of local government 	<ul style="list-style-type: none"> Waste management Practice inquiry: Paper use in the classroom - Part 1 Practice inquiry: Paper use in the classroom - Part 2 Practice inquiry: Paper use in the classroom - Part 3 Reflecting on sustainable use of places 	
	ACHIEVEMENT STANDARD	<p>By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They locate information from different sources to answer questions. When examining information, they distinguish between facts and opinions and detect points of view. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>				<p>By the end of Year 4, students recognise the importance of the environment. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community. They identify different views on how to respond to an issue or challenge. Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>			
ASSESSMENT	Assessment: Portfolio – Australia Before, During and After European Settlement				Assessment – Guided Inquiry – Using Places Sustainably				

YR 4 CONNECTED CURRICULUM – The ARTS

		Term 1	Term 2	Term 3	Term 4
THE ARTS 1h15m/w	CURRICULUM KNOWLEDGE	<p>U1 Visual Arts - Patterns in the playground (C2C v8 U3)</p> <ul style="list-style-type: none"> Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment. Students: Explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks Experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork Represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections Compare artworks and use art terminology to communicate meaning. 	<p>U2 - Media Arts - On The Cover (C2C v8 U3)</p> <p>In this unit, students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. Unit 3 developed using the Australian Curriculum: Media Arts Years 3 and 4 Content Descriptions and Achievement Standard. 	<p>Unit 3 - Visual Arts - Multicultural Night</p> <ul style="list-style-type: none"> 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>U4 - Drama – Exploring Issues Through Drama (C2C v8 U2)</p> <p>In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons. <p>U5 - Dance - Wildlife Watch (C2C v8 U3)</p> <p>In this unit, students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.</p> <p>Students will:</p> <ul style="list-style-type: none"> improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about the environment identify how the elements of dance and production elements express ideas including those on the environment in dance including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.
	ACHIEVEMENT STANDARD	<p>Achievement Standards: Years 3 and 4</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>Achievement Standards: Years 3 and 4</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>Achievement Standards: Years 3 and 4</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>Drama Achievement Standards: Years 3 and 4</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>Dance Achievement Standards: Years 3 and 4</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>
	ASSESSMENT	<p>Formative assessment - Teacher obs, checklists, work samples</p> <p>Summative assessment – Displayed artwork</p>	<p>Formative assessment – Teacher observations, checklists</p> <p>Summative assessment – Electronic magazine cover</p>	<p>Formative assessment – Work samples, teacher observations, checklists</p> <p>Summative assessment – Displayed work</p>	<p>Formative assessment - Observations, checklist</p> <p>Summative assessment – Performances (group and Ind)</p>
	CURRICULUM KNOWLEDGE	<p>Music</p> <ul style="list-style-type: none"> Develop the skills of Rhythm, Ostinati (rhythmic and melodic), Solfa sounds and handsigns. Introduce recorder playing. Make and respond to music, exploring meaning and interpretation, form and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Explore social and cultural context of music and made personal evaluations of their own and others' music 	<p>Music</p> <ul style="list-style-type: none"> Develop understandings of Canon Ostanati (rhythmic and melodic), Solfa sounds and handsigns, rhythm work and accompaniments. Students play be role on recorder. Make and respond to music, exploring meaning and interpretation, form and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Explore social and cultural context of music and made personal evaluations of their own and others' music 	<p>Music</p> <ul style="list-style-type: none"> Learn about rhythm work, Canon Ostinati (rhythmic and melodic), Solfa sounds and handsigns, Instruments of the Orchestra and percussion instruments. Read and play recorder pieces. Draw on music from a range of cultures, times and communities. Participate in songs & dance activities from the Torres Strait Islands, gaining an understanding of the close traditional relationship of song and dance. 	<p>Music</p> <ul style="list-style-type: none"> Learn about Melodic Rhythm work, Ostinati (rhythmic and melodic), Solfa sounds and handsigns, Instruments of the Orchestra-Woodwind, Brass and Percussion families. Students write own recorder music and perform. Draw on music from a range of cultures, times and communities. Participate in songs and dance activities from the Torres Strait Islands, gaining an understanding of the close traditional relationship of song and dance as an integral part of the Aboriginal
	ASSESSMENT	<p>Assessment: Teacher observations-Reading/ writing/ playing rhythms of known songs; Reading and writing solfa sounds</p>	<p>Assessment: Teacher observations-Reading/ writing/ playing known songs; Reading and writing music and notation.</p>	<p>Assessment: Teacher observations-Reading/ writing/ playing rhythms.</p>	<p>Assessment: Teacher observations-Reading/ writing/ playing rhythms; Reading, writing and performing solfa sounds; performing ostinati with known songs on recorder and voice.</p>

		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w	CURRICULUM KNOWLEDGE	<p>Splish Splash (C2C U1) In this context students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke and breaststroke. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> Develop arm, leg and breathing movements to perform recognized strokes Understand how timing and effort affect movements and overall strokes Understand the benefits of being fit and physically active and how they relate to swimming. 	<p>Athletic Spectacle (C2C U2) Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and combine fundamental movement skills to form athletic sequences become familiar with the elements of movement and their use in athletic sequences. create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement <p>develop athletic-movement sequences in authentic running, jumping and throwing situations.</p>	<p>Ball Skills – hit, throw, catch, kick (C2C U3) Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <ul style="list-style-type: none"> over arm and underarm throws with small balls rugby pass punt kick catching of large and small balls understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts develop and refine striking/fielding game skills and apply concepts in active play and minor games <p>apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games.</p>	<p>Splish Splash and Safety In this context students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> Develop arm, leg and breathing movements to perform recognized strokes Understand how timing and effort affect movements and overall strokes <p>Refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge</p> <ul style="list-style-type: none"> Understand the benefits of being fit and physically active and how they relate to swimming.
		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.	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.	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.	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.
		Assessment: : Observations/ checklist	Assessment: Observations/ checklists	Assessment: Task/ criteria	Assessment: Observations
	CURRICULUM KNOWLEDGE	<p>Unit 1 – Making Healthy Choices</p> <ul style="list-style-type: none"> review what is meant by being healthy identify strategies that help keep people healthy and well identify the five food groups. understand the health benefits of food understand the benefits of healthy food choices recognise strategies that assist in making healthy food choices explore healthy breakfast choices understand how health messages influence choices promote healthy food/meal choices. 		<p>Unit 4 – Netiquette and online protocols</p> <ul style="list-style-type: none"> examine the need to balance the time spent using electronic devices and playing outdoors recognise the health benefits and risks of interacting in online communities examine how personal information is used and shared online review websites and interpret health messages about cyber safety explore how their online behaviours and actions affect their digital footprint examine different types of communication they use on the internet and how to display good manners towards others. 	
	<p>Assessment: - Supervised assessment Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity.</p>		<p>Assessment: - Collection of work Students complete a series of tasks relating to a single cohesive context. They interpret health messages related to cyber safety and discuss the influences on safe online choices. They identify resources to support their online safety.</p>		
Excursion	Moreton Bay Environmental Education Centre (STEM focus)				