

BOONDALL STATE SCHOOL YEAR 4: YEAR LEVEL PLAN

ENGLISH	6 hours/week	Year Level Description	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.</p>			
		Title	Boondall English Unit 1 (adapted from C2C unit 1)	Boondall English Unit 2 (adapted from C2C unit 4)	Boondall English Unit 3 (adapted from C2C unit 5)	Boondall English Unit 4 (adapted from C2C unit 2 and 6)
		Unit Description	Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.	Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students would create a recount as a character in an important event from the text, and present in a multimodal format.	Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal. They collaboratively create a jingle for their cereal box.
		Student responses to summative assessment tasks provides evidence of their learning and represents their achievements over reporting period. The assessment tasks should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.				
		Assessment Purpose Statement	<ul style="list-style-type: none"> To create an imaginative new chapter for a book. To use comprehension strategies to understand language and visual features in a familiar narrative 	<ul style="list-style-type: none"> To deliver a spoken recount in role as a child at the time of the First Fleet's arrival in Australia To read historical recount, answer comprehension questions and identify and compare language features used to engage the audience 	<ul style="list-style-type: none"> To write blog posts and respond to others' posts in a discussion to analyse and interpret how the author represent the main character in an important event To create a recount as a character in an important event from the text, and present in a multimodal format 	<ul style="list-style-type: none"> To identify and interpret the persuasive language features and visual elements of a product's packaging To design and present a breakfast cereal package to an audience of peers To create a jingle for their cereal box
		Assessment Conventions	<p>Summative assessment 1 Text type : imaginative - narrative Technique : extended response Mode: written Conditions: Undertaken individually, drafting in lesson time, peer conferencing and teacher feedback</p> <p>Summative assessment 2 Text type: comprehension Technique : short answer, multiple choice, Mode: written Conditions : undertaken individually, unseen</p>	<p>Summative assessment 1 Text type : imaginative - recount Technique : extended response Mode: spoken Conditions: Undertaken individually, drafting in lesson time, peer conferencing and teacher feedback, present to peers</p> <p>Summative assessment 2 Text type: comprehension Technique : short answer, Venn diagram Mode: written Conditions : undertaken individually, unseen</p>	<p>Summative assessment 1 Text type : imaginative - respond Technique : extended response Mode: written Conditions: Undertaken individually, stimulus materials provided, access to dictionary, text and online discussion board</p> <p>Summative assessment 2 Text type: imaginative recount Technique : extended response Mode: written Conditions : undertaken individually, brainstorming in class planning and drafting in lesson time, teacher conferencing and feedback</p>	<p>Summative assessment 1 Text type : persuasive - advertising Technique : extended response Mode: written Conditions: Undertaken individually, stimulus materials provided, test conditions</p> <p>Summative assessment 2 Text type: persuasive jingle for tv/radio Technique : spoken Mode: multimodal, spoken Conditions : undertaken individually, access to resources, drafting in lesson time, access to teacher feedback and conferencing</p>

Aspect of Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p> <p>Taught Assessed</p>	<p>Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. 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They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p> <p>Taught Assessed</p>
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All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.

General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 		
Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 	<ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 			
Content descriptions for Year 4 English	Review for balance and coverage of content descriptions	Language	Semester 1		Semester 2	
			BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
		Language variation and change				
		Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)		✓		
		Language for interaction				
		Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)			✓	✓
		Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)		✓	✓	✓
		Text structure and organisation				
		Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	✓	✓	✓	✓
		Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	✓	✓	✓	✓
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	✓		✓			
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)				✓		
Expressing and developing ideas						

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	✓	✓	✓	✓
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)		✓		
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	✓	✓	✓	
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	✓			✓
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)		✓		
Phonic and word knowledge				
Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)	✓	✓	✓	✓
Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	✓	✓	✓	✓
Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)	✓	✓	✓	✓
Literature	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Literature and context				
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)		✓	✓	✓
Responding to literature				
Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)			✓	✓
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	✓	✓	✓	✓
Examining literature				
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	✓	✓	✓	✓
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)				✓
Creating literature				
Create literary texts that explore students' own experiences and imagining (ACELT1607)		✓		✓
Create literary texts by developing storylines, characters and settings (ACELT1794)	✓			
Literacy	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Texts in context				
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)		✓		✓
Interacting with others				
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)		✓		✓
Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)		✓		✓
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)		✓		✓
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)		✓	✓	✓
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	✓	✓	✓	✓
Creating texts				
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	✓	✓	✓	✓
Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	✓		✓	✓
Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	✓	✓	✓	✓
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)				✓

MATHEMATICS	5 hours/week	Year Level Description	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> • understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes • fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations and collecting and recording data • problem-solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations and using properties of numbers to continue patterns • reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays. 			
		Unit Description	Unit 1	Unit 2	Unit 3	Unit 4
		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks • Patterns and algebra — use properties of numbers to continue patterns • Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths. • Chance —compare dependent and independent events, describe probabilities of everyday events • Fractions and decimals — communicate sequences of simple fractions. Revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation. • Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams. • Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies. • Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle. • Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — 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., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations. • 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, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals. • Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities. • 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. • Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs. • Shape — compare the areas of regular and irregular shapes using informal units of area measurement • Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers. • Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths). • Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases. • Patterns and algebra —use equivalent multiplication and division number sentences to find unknown quantities. • Using units of measurement — use am and pm notation, solve simple time problems • Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data • Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means. 	
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>						

	<p>North Coast Region – Pre Test <i>Short answer questions</i></p> <p>Recalling and using multiplication and division facts <i>Short answer questions</i> Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division</p> <p>Identifying and explaining chance events <i>Short answer questions</i> Students identify dependent and independent events and explain the chance of everyday events occurring.</p> <p>Investigating the nature of 10 000 (optional) <i>Assignment/ Project</i> Students use simple strategies to reason and solve measurement and location inquiry questions</p>	<p>North Coast Region – Pre Test <i>Short answer questions</i></p> <p>Using the properties of odd and even numbers <i>Short answer questions</i> Students use the relationships between the four operations and odd and even numbers.</p> <p>Recalling multiplication and division facts, interpreting simple maps and classifying angles <i>Short answer questions</i> Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p> <p>Investigating distance on maps (optional) <i>Assignment/ Project</i> Students use simple strategies to reason and solve a location inquiry question.</p>	<p>North Coast Region – Pre Test <i>Short answer questions</i></p> <p>Recognising and locating fractions <i>Short answer questions</i> Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p> <p>Comparing areas and using measurement <i>Short answer questions</i> Students compare areas of regular and compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length. Students recall multiplication and division facts.</p> <p>Investigating mass (optional) <i>Assignment/ Project</i> Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p>North Coast Region – Pre Test <i>Short answer questions</i></p> <p>Solving purchasing problems <i>Short answer questions</i> Students solve simple purchasing problems including the calculation of change.</p> <p>Connecting decimals and fractions <i>Short answer questions</i> Students demonstrate and explain the connections between fractions and decimals to hundredths</p> <p>Analysing data <i>Short answer questions</i> Students define the different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data</p> <p>Investigating time (optional) <i>Assignment/ Project</i> Students use simple strategies to reason and solve a measurement inquiry question.</p>
Assessment Conventions	<p>Text - Short answer questions, calculating, data displays, mathematical explanations</p> <p>Techniques - test</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, resources provided</p>	<p>Text - Short answer questions, calculating, data displays, mathematical explanations</p> <p>Techniques - test</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, resources provided</p>	<p>Text - Short answer questions, calculating, data displays, mathematical explanations</p> <p>Techniques - test</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, resources provided</p>	<p>Text - Short answer questions, calculating, data displays, mathematical explanations</p> <p>Techniques - test</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, resources provided</p>
	<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p> <p>Taught Assessed</p>	<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. 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Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p> <p>Taught Assessed</p>

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.	
Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.

General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 		
Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability	Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking	Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability			
Content descriptions for Year 4 Mathematics Review for balance and coverage of content descriptions	Number and Algebra		Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Number and place value					
	Investigate and use the properties of odd and even numbers. (ACMNA071)			✓		
	Recognise, represent and order numbers to at least tens of thousands (ACMNA072)		✓	✓	✓	
	Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)		✓	✓	✓	✓
	Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)		✓	✓	✓	✓
	Recall multiplication facts up to 10 × 10 and related division facts (ACMNA075)		✓	✓	✓	✓
	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)		✓	✓	✓	✓
	Fractions and decimals					
	Investigate equivalent fractions used in contexts (ACMNA077)				✓	✓
	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)				✓	✓
	Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)					✓
	Money and financial mathematics					
	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)			✓	✓	✓
	Patterns and algebra					
	Explore and describe number patterns resulting from performing multiplication (ACMNA081)		✓	✓	✓	✓
	Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)		✓	✓	✓	✓
	Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083)		✓	✓	✓	✓
	Measurement and Geometry		Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Using units of measurement					
	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)		✓		✓	✓
	Compare objects using familiar metric units of area and volume (ACMMG290)				✓	✓
	Convert between units of time (ACMMG085)		✓			✓
	Use am and pm notation and solve simple time problems (ACMMG086)		✓			✓
Shape						
Compare the areas of regular and irregular shapes by informal means (ACMMG087)				✓	✓	
Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)			✓	✓		
Location and transformation						
Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)			✓	✓		
Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)				✓		
Geometric reasoning						

	Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)		✓		
	Statistics and Probability	Semester 1		Semester 2	
		C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Chance				
	Describe possible everyday events and order their chances of occurring (ACMSP092)	✓			
	Identify everyday events where one cannot happen if the other happens (ACMSP093)	✓			
	Identify events where the chance of one will not be affected by the occurrence of the other. (ACMSP094)	✓			
	Data representation and interpretation				
	Select and trial methods for data collection, including survey questions and recording sheets. (ACMSP095)	✓			✓
	Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	✓			✓
	Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)	✓			✓

SCIENCE	1 hour 45 min /week	Year Level Description	The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher. Incorporating the key ideas of science Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.			
		Unit Description	C2C Unit 2 BIOLOGICAL SCIENCES Ready, set, grow! Inquiry Question 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.	C2C Unit 1 EARTH & SPACE SCIENCES Here today, gone tomorrow Inquiry Question How does Earth's surface change over time? 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.	C2C Unit 3 CHEMICAL SCIENCES Material use Inquiry Question 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.	C2C Unit 4 PHYSICAL SCIENCES Fast forces! Inquiry Question 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.
		Assessment	Mapping life cycles and relationships <i>Research</i> Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.	Investigating soil erosion <i>Project</i> Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.	Investigating properties affecting the use of ochre <i>Supervised assessment</i> Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations. May be modified.?	Investigating contact and non-contact forces <i>Experimental investigation</i> Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.
		Assessment Conventions	Text - Short answer questions, scientific explanations, scientific diagrams Techniques - test Mode - written, oral, visual Conditions - independent, under supervision, set time frame, resources provided	Text - Short answer questions, scientific explanations, scientific diagrams Techniques - test Mode - written, oral, visual Conditions - independent, under supervision, set time frame, resources provided	Text - Short answer questions, scientific explanations, scientific diagrams Techniques - test Mode - written, oral, visual Conditions - independent, under supervision, set time frame, resources provided	Text - Short answer questions, scientific explanations, scientific diagrams Techniques - test Mode - written, oral, visual Conditions - independent, under supervision, set time frame, resources provided
		Aspects of 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.	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.	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.	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.
		Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.				

	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>		
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.						
Moderation	<p>Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>					
General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>					
Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 		<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 			
Content descriptions for Year 4 Science Review for balance and coverage of content descriptions	Science Understanding		Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Biological sciences					
	Living things have life cycles (ACSSU072)		✓			
	Living things depend on each other and the environment to survive (ACSSU073)		✓			
	Chemical sciences					
	Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)				✓	
	Earth and space sciences					
	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)			✓		
	Physical sciences					
	Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)					✓
	Science as a Human Endeavour		Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Nature and development of science					
	Science involves making predictions and describing patterns and relationships (ACSHE061)		✓	✓	✓	✓
	Use and influence of science					
Science knowledge helps people to understand the effect of their actions (ACSHE062)		✓	✓	✓	✓	
Science Inquiry Skills		Semester 1		Semester 2		
		C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4	
Questioning and predicting						
With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS064)		✓	✓	✓	✓	
Planning and conducting						
With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSIS065)		✓	✓	✓	✓	

	Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS066)	✓	✓	✓	✓
	Processing and analysing data and information				
	Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS068)	✓	✓	✓	✓
	Compare results with predictions, suggesting possible reasons for findings (AC SIS216)	✓	✓	✓	✓
	Evaluating				
	Reflect on investigations, including whether a test was fair or not (AC SIS069)	✓	✓	✓	✓
	Communicating				
	Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS071)	✓	✓	✓	✓

Year Level Description

How people, places and environments interact, past and present
 The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted. The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions
 A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
- What is the significance of the environment and what are different views on how it can be used and sustained, past and present?

C2C Unit 1

C2C Unit 2

Unit Description

Exploration and settlement

Inquiry question:
 • *What were the short- and long-term effects of European settlement?*

In this unit, students will:

- explore the diversity of different groups within their local community
- consider how personal identity is shaped by aspects of culture, and by the groups to which they belong
- examine the purpose of laws and distinguish between rules and laws
- make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British
- investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people
- analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment
- draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius.

Sustainable use of places

Inquiry question:
How can people use environments more sustainably?

In this unit, students will:

- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments
- describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments
- propose actions for caring for the environment and meeting the needs of people.

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.

Assessment

To investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge. The assessment will gather evidence of the student's ability to:

- pose questions to guide an investigation
- locate and collect information and data from different sources, including observations, to answer questions
- sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions
- describe and compare the diverse characteristics of different places at local and national scales
- identify interconnections between components of the environment and between people and the environment
- identify structures that support waste management in their local community
- identify different views on how to respond to an issue or challenge
- interpret data and information to identify and describe distributions and simple patterns and draw conclusions
- reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action
- present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

To explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society. The assessment will gather evidence of the student's ability to:

- describe factors that shape a person's identity and sense of belonging
- recognise the importance of laws in society
- examine information to distinguish between facts and opinions and detect points of view
- explain how and why life changed in the past
- identify aspects of the past that have remained the same
- describe the experiences of a group in the past
- recognise the significance of events in bringing about change
- locate information from different sources to answer questions
- sequence information about events and the life of individual in chronological order with reference to key dates
- present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

Content descriptions for Year 6 Humanities and Social Sciences	Assessment Conventions	<p>Text - Short answer questions, explanations, poster display</p> <p>Techniques - test / scaffolded poster</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, resources provided</p>	<p>Text - Short answer questions, explanations</p> <p>Techniques - test</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, resources provided</p>	
	Aspects of Achievement Standard	<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. 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 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 and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. 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.</p> <p>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> <p>Taught Assessed</p>	<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. 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 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 and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. 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> <p>Taught Assessed</p>	
	All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.			
	Moderation	<p>Consistency of teacher judgments</p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>		
	General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p> 		<p>Opportunities to engage with:</p> 
Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 		<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 	
Review for balance and coverage of content descriptions	Knowledge and Understanding	Unit		
		1	2	
How people, places and environments interact, past and present				
The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)		✓		
The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084)		✓		
Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085)		✓		
The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)		✓		
The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)			✓	
The importance of environments, including natural vegetation, to animals and people (ACHASSK088)			✓	
The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)			✓	
The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)			✓	

	The role of local government and the decisions it makes on behalf of the community (ACHASSK091)		✓
	The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)	✓	
	The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)	✓	
	Inquiry and Skills	Unit	
		1	2
	Questioning		
	Pose questions to investigate people, events, places and issues (ACHASSI073)	✓	✓
	Researching		
	Locate and collect information and data from different sources, including observations (ACHASSI074)	✓	✓
	Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)	✓	✓
	Sequence information about people's lives and events (ACHASSI076)	✓	
	Analysing		
	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)	✓	
	Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)	✓	✓
	Inquiry and Skills	Unit	
		1	2
	Evaluating and reflecting		
	Draw simple conclusions based on analysis of information and data (ACHASSI079)	✓	✓
	Interact with others with respect to share points of view (ACHASSI080)	✓	
	Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)	✓	✓
	Communicating		
	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)	✓	✓

THE ARTS	45 min /week	Year Level Description	<p>In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers.</p> <p>As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.</p> <p>Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.</p> <p>In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.</p> <p>In Visual Arts, students:</p> <ul style="list-style-type: none"> extend their awareness of visual conventions, and observe closely visual detail as they use materials, techniques and technologies and processes in visual arts forms explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter explore, observe and identify ideas and symbols used and adapted by artists in their artworks as they make and respond to visual arts consider how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. 	<p>In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers.</p> <p>As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.</p> <p>Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.</p> <p>In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.</p> <p>In Media Arts, students:</p> <ul style="list-style-type: none"> extend their understanding of structure, intent, character and settings use composition, sound and technologies consider themselves as audiences and explore other audience groups explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound as they make and respond to media artworks discuss the ethical behaviour of individuals when producing media artworks for a variety of audiences recognise appropriate and inappropriate use of other people's images and work in the making of media artworks. 	
		C2C Unit 2 Visual Arts		C2C Unit 3 Media Arts	
		Unit Description	<p>Tiny Worlds</p> <p>In this unit, students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to environments and places experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships — warm/cool; application of materials — harsh/gentle) collaborate, plan and create an artwork to depict an imaginary tiny world compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 	<p>On the Cover</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 peoples and Torres Strait Islander peoples. 	
		<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>			
		Assessment	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> collaborate to plan and make artworks that are inspired by artworks they experience use visual conventions, techniques and processes to communicate their ideas describe and discuss similarities and differences between artworks they make, present and view discuss how they and others use visual conventions in artworks. 	<p>Assessment</p> <p>To explore how found objects can communicate meaning in three-dimensional artworks..</p> <ul style="list-style-type: none"> Part A: Making: <ul style="list-style-type: none"> Plan and design — Work collaboratively to plan an artwork using found objects Create — Make a three-dimensional artwork using found objects to communicate meanings and ideas about landscapes. Part B: Responding: <ul style="list-style-type: none"> Individual written artist's statement. Present artwork and discuss communicated ideas with class. 	
		Assessment Conventions	<p>Text - Short answer questions, diorama display</p> <p>Techniques - test / diorama</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, some resources provided</p>	<p>Text - Short answer questions, cereal box display</p> <p>Techniques - test / cereal box (persuasive text)</p> <p>Mode - written, oral, visual</p> <p>Conditions - independent, under supervision, set time frame, some resources provided</p>	
		Aspect of Achievement Standard	<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>Taught</p> <p>Assessed</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.</p> <p>Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</p> <p>Taught</p> <p>Assessed</p>	

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.				
Moderation		Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.		
General capabilities and cross-curriculum priorities		Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 
Key		<i>General capabilities</i>  Literacy  Numeracy  Information and Communication Technology (ICT) Capability	 Personal and Social Capability  Ethical Understanding  Intercultural Understanding  Critical and Creative thinking	<i>Cross-curriculum priorities</i>  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability
Content descriptions for Years 3 and 4 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit		Years 3 and 4 Content Description Media Arts		C2C Unit 3
		Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)		✓
		Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)		✓
		Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)		✓
		Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR061)		✓
		Years 3 and 4 Content Descriptions Visual Arts		C2C Unit 1
		Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)		✓
		Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)		✓
		Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)		✓
		Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)		✓
Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints of contexts, knowledge, evaluations and judgments.				