

### ENGLISH YEAR LEVEL DESCRIPTION

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.

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.

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.

### ENGLISH ACHIEVEMENT STANDARD

#### **Receptive modes (listening, reading and viewing)**

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

#### **Productive modes (speaking, writing and creating)**

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

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

		SEMESTER ONE			SEMESTER TWO	
		<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 5</u>	<u>Unit 6</u>
ENG LIT	CURRICULUM KNOWLEDGE	<p><b>Investigating author's language in a familiar narrative</b></p> <p>In this unit 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.</p>	<p><b>Examining humour in poetry</b></p> <p>In this unit students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry.</p>	<p><b>Examining traditional stories</b></p> <p>In this unit students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral.</p>	<p><b>Exploring recounts set in the past</b></p> <p>In this unit 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.</p>	<p><b>Examining persuasion in advertisements and product packaging</b></p> <p>In this unit 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.</p>
		4 weeks	4 weeks	8 weeks	8 weeks	8 weeks
	ASSESSMENT	<p><b><u>Summative task - A new chapter</u></b></p> <p>Students create an imaginative new chapter for a book.</p> <p><b><u>Summative task - Reading comprehension</u></b></p> <p>Students use comprehension strategies to understand language and visual features in a familiar narrative.</p>	<p><b><u>Summative task - Interpret and evaluate a humorous poem: Reading comprehension</u></b></p> <p>Students interpret and evaluate a humorous poem for its characteristic features.</p>	<p><b><u>Summative task - Create and present a traditional story</u></b></p> <p>Students create and present a traditional story which includes a moral for a younger audience.</p>	<p><b><u>Summative task - Comprehending historical recounts</u></b></p> <p>Students read historical recounts, answer comprehension questions and identify language features used to engage the audience.</p> <p><b><u>Summative task - Spoken presentation</u></b></p> <p>Students deliver a spoken recount in role as a character from a particular historical context.</p>	<p><b><u>Summative task - Reading and viewing comprehension</u></b></p> <p>Students identify and interpret the persuasive language features and visual elements of a product's packaging.</p>

## MATHEMATICS ACHIEVEMENT STANDARD

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.

		SEMESTER ONE	SEMESTER TWO		
<b>MATHEMATICS</b>  <b>CURRICULUM KNOWLEDGE</b>		<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>2 digit by 2 digit multiplication</li> <li>short division</li> <li>number sentences and equivalence</li> <li>problem solving tasks (multiplication and division)</li> <li>Focus on 2,4,5 and 10 for multiplication and division</li> </ul> <p><b><u>Odd and Even numbers</u></b></p> <ul style="list-style-type: none"> <li>visual representations of odd and even numbers</li> <li>adding and multiplying odd and even numbers, problem solving- visual and in algorithms, number sequences and place value using 5-digit numbers</li> </ul> <p><b><u>Chance and Probability</u></b></p> <ul style="list-style-type: none"> <li>Language of probability</li> <li>probability number lines</li> <li>independent &amp; dependent events</li> <li>likelihood</li> <li>simple fraction probability</li> </ul> <p><b><u>Symmetry</u></b></p> <ul style="list-style-type: none"> <li>identifying lines of symmetry</li> <li>creating symmetrical shapes</li> <li>represent lines of symmetry</li> </ul>	<p><b><u>Location and Direction</u></b></p> <ul style="list-style-type: none"> <li>Symbols, scale, compass points, directional language, reading of maps and describing location and movement on a map</li> <li>giving directions and using right angles.</li> </ul> <p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>Choose appropriate strategies for calculations involving multiplication and division</li> <li>Recall multiplication facts to 10 x 10 and related division facts</li> <li>Describe number patterns resulting from multiplication</li> </ul>	<p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>Recognising and locating fractions</li> <li>Halves, quarters, visual representations</li> <li>comparing larger and smaller fractions in multiple ways</li> <li>mixed numbers- whole and parts</li> <li>fraction number lines</li> <li>equivalent fractions</li> <li>fractions of a collection i.e. <math>\frac{1}{4}</math> of 12 apples</li> <li>using fractions to problem solve</li> </ul> <p><b><u>Comparing areas and using measurements</u></b></p> <ul style="list-style-type: none"> <li>compare areas of regular and irregular shapes using informal units</li> <li>use scaled instruments to measure_ temperature, mass, capacity and length. Students recall multiplication and division facts.</li> </ul> <p><b><u>Identifying and creating symmetrical patterns</u></b></p> <ul style="list-style-type: none"> <li>Showing flip, slide and turn symmetry and identify lines of symmetry in objects.</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>formal measurements- using a ruler to measure familiar objects accurately</li> <li>centimetres &amp; metres</li> <li>capacity- millilitres and Litres</li> <li>converting ML to L</li> <li>reading a measuring instrument to measure capacity and volume, thermometers</li> </ul> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>Revise reading analogue clocks</li> <li>Identifying and using the correct operation for converting units of time</li> <li>Calculating duration of time</li> <li>Determining departure and arrival times</li> </ul> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>Reading prices and monetary values correctly</li> <li>Calculating cost of food from a menu- must provide algorithm and working with answers</li> <li>Addition and subtracting money</li> <li>calculate how money items can be purchased</li> </ul>

	<p><b><u>Summative task –</u></b></p> <p>To demonstrate understanding of place value including the use of properties of odd and even numbers and find unknown quantities.</p> <p>To identify the probability of dependent and independent events.</p> <p>To describe and create properties of symmetrical shapes, classify angles in relation to a right angle.</p>	<p><b><u>Summative task –</u></b></p> <p>To describe and continue number patterns.</p> <p>To recall multiplication and related division facts and choose appropriate strategies.</p> <p>To interpret information in maps and construct data displays from data.</p>	<p><b><u>Summative task –</u></b></p> <p>To demonstrate and explain fractions, compare areas using formal and informal measurement and to identify and create symmetrical patterns.</p> <p>To solve simple purchasing problems.</p>	<p><b><u>Summative task –</u></b></p> <p>To use problem solving strategies to reason and solve questions involving time duration and time conversion.</p> <p>To solve simple purchasing problems.</p>
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## SCIENCE 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.

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	<p><b><u>Biological Science</u></b></p> <ul style="list-style-type: none"> <li>Life cycles and the interdependence of environment for living things</li> <li>Making and recording observations of living things as they develop through their life cycle</li> <li>Describing the stages of life cycles of different living things.</li> <li>Recognising the environmental and human factors can affect life cycles.</li> </ul>	<p><b><u>Earth and Space Science</u></b></p> <ul style="list-style-type: none"> <li>Investigating and modelling erosion</li> <li>Investigating the characteristics of soils</li> <li>Considering how different human activities cause erosion on the Earth's surface.</li> </ul>	<p><b><u>Chemical Science</u></b></p> <p>Natural and processed materials have a range of physical properties that can influence their use.</p>	<p><b><u>Physical Science</u></b></p> <ul style="list-style-type: none"> <li>Forces can be exerted by one object on another through direct contact from a distance.</li> <li>Looking at Rube Goldberg machines, Students will plan, make and explain the forces used in their Rube Goldberg machines.</li> </ul>
	ASSESSMENT	<p><b><u>Summative task</u></b></p> <p>To investigate how the environment impacts the stages of a life cycle and the animal's survival.</p> <p>Students explain a selected endangered animal's life cycle through annotated diagrams and a written explanation.</p>	<p><b><u>Summative task</u></b></p> <p>To describe the natural processes and human activity that cause changes to Earth's surface.</p> <p>To plan, conduct and report on an investigation of the erosion process.</p> <p>To apply science understandings to formulate control strategies in real-life situations.</p>	<p><b><u>Summative task</u></b></p> <p>To apply the observable properties of materials to explain how objects and materials can be used.</p> <p>Identify when science is used and describe ways to conduct safe investigations.</p> <p>Explain their observations using formal and informal ways.</p>	<p><b><u>Summative task</u></b></p> <p>Forces can be exerted by one object on another through direct contact or from a distance</p>

## HUMANITIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD

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.

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.

		SEMESTER ONE	SEMESTER TWO
<b>HASS</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Using places sustainably</b></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>describe the relative location of places at a national scale</li> <li>identify how places are characterised by their environments</li> <li>describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>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</li> <li>recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments</li> <li>propose actions for caring for the environment and meeting the needs of people.</li> </ul>	<p><b>Australia before, during and after European settlement</b></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>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 <i>terra nullius</i>.</li> <li>analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment</li> <li>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</li> <li>investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>examine the purpose of laws and distinguish between rules and laws</li> <li>explore the diversity of different groups in their local community</li> <li>consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul>
	<b>ASSESSMENT</b>	<p><b>Summative task</b></p> <p>Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>	<p><b>Summative task</b></p> <p>Students explain aspects of life before, during and after European settlement of Australia.</p>

## HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

		SEMESTER ONE	SEMESTER TWO		
HEALTH	CURRICULUM KNOWLEDGE	<p><b>Netiquette and online protocols</b></p> <p>In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.</p>	<p><b>Health channels</b></p> <p>In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. Students apply decision-making skills to different health scenarios.</p>	<p><b>Culture in Australia: Positive interactions</b></p> <p>In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p>	<p><b>Making healthy choices</b></p> <p>In this unit students will identify strategies to keep healthy and improve fitness. They will explore the <i>Australian guide to healthy eating</i> and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.</p>
	ASSESSMENT	<p><b><u>Summative task</u></b></p> <p>To interpret health messages related to cyber safety and discuss the influences on safe online choices. To describe the connections and benefits students have within an online community and identify resources available to support their online safety.</p>	<p><b><u>Summative task</u></b></p> <p>Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.</p>	<p><b><u>Summative task</u></b></p> <p>Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses.</p>	<p><b><u>Summative task</u></b></p> <p>Students recognise strategies for managing change. They interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active.</p>

		SEMESTER ONE		SEMESTER TWO	
		Students will:	Students will:	Students will:	Students will:
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences</li> <li>• demonstrate acceleration and deceleration of movement in physical activities</li> <li>• test alternative responses to movement challenges and predicting the success or effectiveness of each</li> <li>• pose questions to others as a strategy for solving movement challenges</li> <li>• perform routines incorporating different jumping techniques and connecting movements</li> <li>• explore center of gravity and stability as they perform balance activities</li> <li>• perform fundamental movement skills to demonstrate weight transference in different physical activities</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences</li> <li>• use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences</li> <li>• use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy</li> <li>• draw on prior knowledge to solve movement challenges</li> <li>• explore and practicing different techniques to propel objects towards a target</li> <li>• perform tumbling routines using rolling actions, incline, weight transfer, flight and balances</li> <li>• explore center of gravity and stability as they perform balance activities</li> <li>• use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences</li> <li>• participate in children's games from other cultures</li> <li>• use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy</li> <li>• work cooperatively with team members to maintain possession in a game by passing to other players and listening to teammate</li> <li>• explore and practicing different techniques to propel objects towards a target</li> <li>• plan and perform strategies to be successful in tag and dodge games</li> <li>• demonstrate movement concepts and strategies to create scoring opportunities</li> <li>• perform activities where locomotor and object control skills are combined to complete a movement, task or challenge</li> <li>• participate in physical activities which require problem-solving to achieve a goal</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences</li> <li>• modify physical activities to ensure that everyone is included, such as changing equipment, rules or playing space</li> <li>• transfer and applying skills to solve movement challenges</li> <li>• coordinate kicking with arm movements to move the body through the water</li> <li>• use a surface dive and propelling the body underwater to recover an object</li> <li>• demonstrate movement concepts and strategies to create scoring opportunities</li> <li>• use different equipment to create an original game or movement challenge</li> <li>• participate in physical activities which require problem-solving to achieve a goal</li> </ul> <p>Students complete a Water Safety rotation developed from their Water Safe Schools Curriculum Competencies according to their Year level.</p>
	ASSESSMENT	<p><b>Summative task</b></p> <p>Students practise and refine fundamental movement skills to perform skills in a functional fitness rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences. understand the benefits of physical activity for their mind and body.</p>	<p><b>Summative task</b></p> <p>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: develop and combine fundamental movement skills to form athletic sequences</p> <ul style="list-style-type: none"> <li>• become familiar with the elements of movement and their use in athletic sequences.</li> <li>• create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement</li> <li>• develop athletic-movement sequences in authentic running, jumping and throwing situations.</li> </ul>	<p><b>Summative task</b></p> <p>Students demonstrate fundamental movement skills, object control, kicking and passing and offensive and defensive concepts in games. They apply skills, concepts and strategies to solve movement challenges in invasion games and apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• understand and develop strategies for working cooperatively and apply rules fairly</li> <li>• develop and refine object control skills and apply concepts in game scenarios</li> <li>• demonstrate both offensive and defensive strategies in a game</li> <li>• apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges during games</li> </ul>	<p><b>Summative task</b></p> <p>Students demonstrate fundamental movement skills, Object control, Striking. Students will design their own inclusive game including basic rules, scoring and fair play in one of the following categories Net/Wall, Invasion or Striking/Fielding</p> <p>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>



## TECHNOLOGIES ACHIEVEMENT STANDARD

### Design and Technologies

By the end of Year 4, students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.

### Digital Technologies

By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways.

Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p><b>What's your Waste Footprint?</b></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).</p> <p>Digital Technologies Processes and Production Skills:</p> <ul style="list-style-type: none"> <li>Collect, access and present different types of data using simple software to create information and solve problems</li> <li>Explain how student solutions and existing information systems meet common personal, school or community needs.</li> <li>Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols</li> </ul>	<p><b>Repurpose it!</b></p> <p>In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item.</p> <p>They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.</p>
	ASSESSMENT	<p><b>Summative task - What's your Waste Footprint? Portfolio</b></p> <p>Students collect and manipulate data to create information. Students describe how a familiar information system is used. Students draw, identify and explain data types and representations.</p>	<p><b>Summative task – Repurpose it! Portfolio</b></p> <p>Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.</p>

## THE ARTS ACHIEVEMENT STANDARD

### **Dance**

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 on 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.

### **Drama**

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.

### **Media Arts**

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.

### **Music**

By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.

Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

### **Visual Arts**

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.

		SEMESTER ONE	SEMESTER TWO
			Semester 2
THE ARTS	CURRICULUM KNOWLEDGE	Content was covered in 2022.	<u>Social Dance</u> Students will perform a teacher-devised dance communicating celebration through bush/line dancing. They will explore the elements of dance through performance.
	ASSESSMENT		<u>Summative task -</u> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood</li> <li>• collaborate to make dances and perform with control,</li> <li>• accuracy, projection and focus</li> </ul>

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
MUSIC	CURRICULUM KNOWLEDGE	<u>This Is Not A Flute</u> In this unit, students will follow a self-directed plan of recorder study. Students will work at their own pace to prepare the expected songs on recorder and perform them for the teacher.	<u>Aboriginal Songlines Unit</u> In this unit, students will explore Aboriginal Songlines songs and stories. They will create a rhythmic percussion piece to play on clap sticks and learn about instruments and music traditions from our First Nations people.	<u>What Is A Pentatonic Scale?</u> In this unit, students will learn to sing and perform the pentatonic scale with their voices and on instruments. Students will perform simple canons and extend their knowledge of staff notation.	<u>One Song, Two Versions</u> In this unit, students will compare two contrasting versions of the same song. They will demonstrate their knowledge of music tempo and dynamic terms, along with instrument knowledge.
	ASSESSMENT	<u>Summative task -</u> Perform a known song on the recorder. Students will choose the level of difficulty they wish to prepare.	<u>Summative task -</u> Compose rhythmic song for aboriginal tapping sticks.	<u>Summative task -</u> Perform known song in canon on the xylophone.	<u>Summative task -</u> Listening analysis test. Compare two different versions of the same song, using musical terms for tempo/dynamics/instrumentation.

## LANGUAGES ACHIEVEMENT STANDARD

By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペア になっ てください。大きい こえ で いっ てください。 They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばっ てる。 They use language spontaneously in simple familiar communicative exchanges, for example, やっ ったー！だいじょうぶ？。 They respond to simple questions using

short spoken statements, for example, いつ です か。なに が すき です か。 They use counter classifiers in response to questions such as なん 人、なん 月、なん じ、なん さい。 Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょ う、まし た and ませ ん。 They read and write the 46 hiragana, including long vowels (for example, おと うさん、おおい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょ う、でし ょう), as well as high-frequency kanji such as 月、日、先生。 They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).

Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か。 They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっ さい、ひとり、ふたり。 They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/おなまえ、はし/おはし。 They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
LANGUAGES	CURRICULUM KNOWLEDGE	<b>A Day in a Japanese School</b>  In Term 1, Year 4 students will be focussing upon the Japanese school experience, learning systems of language and script, and classroom instructions. Students will also focus on words for stationery, the classroom environment, and people. They will be learning and using basic sentence structure.	<b>What is Family?</b>  In Term 2, students will use language to communicate ideas relating to the concept of family and identity. Students will: <ul style="list-style-type: none"> <li>introduce themselves and other family members</li> <li>interact with peers about family members and activities</li> <li>identify language and behaviours that reflect relationships and values in Japanese society</li> <li>develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.</li> </ul>	<b>My Place Your Place</b>  In Term 3, students are learning how to identify, describe and present information about how people live in Japan compared to their own home. Locate and process specific points of information associated with places and objects. Present information relating to a fantasy home, and cultural contexts. Apply word order (subject–object–verb) in simple sentences.	<b>Amazing Spaces</b>  In Term 4, students explore different regions in Japan and describe places in their own community. Students will: Learn about different places around Japan explore the geography of Japan in comparison to Australia use a range of language to describe various places in their community analyse and understand the systems of language relating to script recognition and Japanese sentence structure

**Summative task –**

**Understanding:** Students identify Hiragana from a text in a summative assessment.

**Communicating:** Students identify and reflect on differences between Japanese and Australian schools via observed class discussion and notes produced in books.

**Summative task –**

**Understanding:** Students identify and write in family introduction booklet.

**Communicating:** Students interview celebrity family members during observed interview assessment. Students also present their findings of home interview activity in class and through completion of family interview booklet.

**Summative task –**

**Understanding:** Students identify and write a comparison of Japanese and Australian homes in books, in addition to participation in class discussion.

**Communication:** A model/plan of the student's dream home is produced and labelled in Japanese/English and presented in class as a summative assessment of knowledge gained.

**Summative task –**

**Understanding:** Students able to identify and describe their favourite place using Hiragana and identify when words are using the different script of Katakana on a formative assessment at the beginning of term and summative one at the end.

**Communication:** A clearly labelled bilingual poster or presentation of the student's favourite place is produced and presented using basic Japanese sentences.