



AUSTRALIAN CURRICULUM – delivered through the resource of Curriculum into the Classroom

ENGLISH V8

Year 3 Level Description: The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. 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 to entertain, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Achievement Standard: By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH	<p>Year 3 Level Description: The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. 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 to entertain, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.</p> <p>Achievement Standard: By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.</p> <p>Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>				
		<p>Unit 1: Analysing and creating persuasive texts Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p> <p>Unit 3: Exploring character and setting in texts (second half of unit) Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</p>	<p>Unit 2: Investigating characters Students listen to, view and read a novel to explore authors' use of descriptive language in the construction of characters. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p> <p>Unit 3: Exploring character and setting in texts (first half of unit) Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</p>	<p>Unit 4: Examining stories from different perspectives Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retell of a story from a different perspective.</p>	<p>Unit 5: Examining imaginative texts Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>



	<p>Assessment: Persuasive texts <i>Persuasive response – Written</i> Students examine ways persuasive language features are used to influence an audience.</p> <p>Assessment: Persuasive letter <i>Persuasive response – written</i> Students write a letter to persuade a known audience.</p>	<p>Assessment: Reading comprehension Exam/test Students comprehend literal and implied meaning in a text and identify and explain the author’s use of language.</p> <p>Assessment: Imaginative narrative <i>Imaginative response – written</i> Students write an imaginative narrative on a familiar theme of ‘friendship’ that develops characters.</p> <p>Assessment: Procedural presentation <i>Informative response –oral</i> Students create and present a spoken procedure by a character from a story, where the character is explaining how to do something.</p>	<p>Assessment: Retelling a narrative from a different perspective <i>Imaginative response – oral</i> Students prepare and present a spoken retell of a familiar narrative from the perspective of another character in the text.</p>	<p>Assessment: Reading comprehension <i>Short answer questions</i> Students comprehend a story, drawing on knowledge of context, text structure and language features and to evaluate language and images in the text.</p> <p>Assessment: Creating a multimodal text <i>Poster/multimodal presentation</i> Students create a multimodal imaginative text overcoming a fear.</p>	<p>Assessment: Writing and presenting poetry <i>Imaginative response – Oral</i> Students write and present an adaptation of a poem.</p>
MATHEMATICS V8					
MATHEMATICS	<p>Year 3 Level Description: Three content strands: <i>Number and Algebra, Measurement and Geometry, and Statistics and Probability</i>. At this year level: <i>Understanding</i> includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry; <i>Fluency</i> includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions; <i>Problem Solving</i> includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns; <i>Reasoning</i> includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays.</p> <p>Achievement Standard: By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.</p>				
TERM 1		TERM 2		TERM 3	
				TERM 4	



<p>Unit 1: Number and place value</p> <ul style="list-style-type: none"> Count to 1 000 Identify odd and even numbers Represent and compare 3-digit numbers Partition numbers (standard and non-standard place value partitioning) Recall addition facts and related subtraction facts Represent and solve addition problems Add 2-digit, single-digit and 3-digit numbers, Subtract 2-digit and 3-digit numbers Represent multiplication Solve simple problems involving multiplication Recall multiplication number facts <p>Using units of measurement</p> <ul style="list-style-type: none"> Tell time to 5-minute intervals Identify one metre as a standard metric unit Represent a metre Measure with metres <p>Chance</p> <ul style="list-style-type: none"> Conduct chance experiments Describe the outcomes of chance experiments Identify variations in the results of chance experiments <p>Data representation and interpretation</p> <ul style="list-style-type: none"> Collect simple data, record data in lists and tables Display data in a column graph Interpret and describe outcomes of data investigations 	<p>Unit 2: Number and place value</p> <ul style="list-style-type: none"> Compare and order three-digit numbers Partition three-digit numbers into place value parts Investigate 1 000 Count to and beyond 1 000 Use place value to add and subtract numbers Recall addition number facts Add and subtract three-digit numbers Add and subtract numbers eight and nine Solve addition and subtraction word problems Double and halve multiples of ten <p>Fractions and decimals</p> <ul style="list-style-type: none"> Describe fractions as equal portions or shares Represent halves, quarters, and eighths of thirds of shapes and collections. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Count collections of coins and notes Make and match equivalent combinations Calculate change from simple transactions Solve a range of simple problems involving money <p>Patterns and algebra</p> <ul style="list-style-type: none"> Infer pattern rules from familiar number patterns Identify and continue additive number patterns Identify missing elements in number patterns <p>Location and transformation</p> <ul style="list-style-type: none"> Represent positions on a simple grid map Show full, half and quarter turns on a grid map Describe positions in relation to key features Represent movement and pathways on a simple grid map <p>Geometric reasoning</p> <ul style="list-style-type: none"> Identify angles in the environment Construct angles with materials Compare the size of familiar angles in everyday situations 	<p>Unit 3: Number and place value</p> <ul style="list-style-type: none"> Count and sequences beyond 1 000 Represent, combine and partition three-digit and four-digit numbers flexibly Use place value to add (written strategy) Represent multiplication as arrays and repeated addition Identify part-part-whole relationships in multiplication and division situations Add and subtract two –digit numbers, three-digit numbers Recall multiplication number facts Identify related division number facts Make models and use number sentences that represent problem situations Recall addition and subtraction facts Identify and describe the relationship between addition and subtraction Choose appropriate mental strategies to add and subtract <p>Fractions and decimals</p> <ul style="list-style-type: none"> Represent and compare unit fractions Represent and compare unit fractions of shapes and collections Represent familiar unit fractions symbolically Solve simple problems involving, halves, thirds, quarters and eighths <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Represent money amounts in different ways Compare values Count collections of coins and notes accurately and efficiently Choose appropriate coins and notes for shopping situations Calculate change and simple totals <p>Patterns and algebra</p> <ul style="list-style-type: none"> Identify number patterns to 10 000 Connect number representations with number patterns Use number properties to continue number patterns Identify pattern rules to find missing elements in patterns <p>Units of measurement</p> <ul style="list-style-type: none"> Use familiar metric units to order and compare objects Explain measurement choices Represent time to the minute on digital and analog clocks Transfer knowledge of time to real-life contexts <p>Location and transformation</p> <ul style="list-style-type: none"> Describe and identify examples of symmetry in the environment Classify shapes as symmetrical and non- symmetrical 	<p>Unit 4: Number and place value</p> <ul style="list-style-type: none"> Recall addition and related subtraction number facts Use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems Add and subtract using a written place value strategy Recall multiplication and related division facts Multiply two-digit numbers by single-digit multipliers Interpret and solve multiplication and division word problems <p>Fractions and decimals</p> <ul style="list-style-type: none"> Identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections) Record fractions symbolically Recognise key equivalent fractions Solve simple problems involving fractions <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Count the change required for simple transactions to the nearest five cents <p>Using units of measurement</p> <ul style="list-style-type: none"> Measure, order and compare objects using familiar metric units of length, mass and capacity <p>Shape</p> <ul style="list-style-type: none"> Make models of three-dimensional objects <p>Location and transformation</p> <ul style="list-style-type: none"> Represent symmetry Interpret simple maps and plans <p>Geometric reasoning</p> <ul style="list-style-type: none"> Identify angles as measures of turn, compare angle sizes in everyday situations <p>Data representation and interpretation</p> <ul style="list-style-type: none"> Identify questions of interest based on one categorical variable Gather data relevant to a question Organise and represent data Interpret data displays
--	---	---	---



<p>Assessment: Representing, adding and subtracting numbers <i>Short answer questions</i> Students recognise, represent and order numbers. They recognise the connection between addition and subtraction and add and subtract numbers.</p> <p>Conducting a simple chance experiment <i>Short answer questions</i> Students collect and interpret data from a simple chance experiment.</p>	<p>Assessment: Adding, subtracting and partitioning numbers <i>Short answer questions</i> Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.</p>	<p>Assessment: Money (eAssessment) Short answer questions Students represent money values in various ways and correctly count change from financial transactions.</p> <p>Measuring length, mass and capacity using metric units <i>Short answer questions</i> Students use metric units for length, mass and capacity.</p> <p>Patterning and connecting addition and subtraction <i>Short answer questions</i> Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.</p> <p>Representing multiplication <i>Assignment/Project</i> Students represent multiplication and solve multiplication problems using a range of strategies.</p> <p>Telling time to the nearest minute <i>Short answer questions</i> Students tell time to the nearest minute and solve problems involving time.</p>	<p>Assessment: Using unit fractions and multiplication Short answer questions Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p> <p>Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles <i>Short answer questions</i> Students match positions on maps with given information, and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations.</p>
---	--	--	---



HUMANITIES AND SOCIAL SCIENCES - HISTORY/GEOGRAPHY V7.5

HASS - HISTORY/GEOGRAPHY	<p>History Year 3 Level Description: The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. The history content at this year level involves two strands: <i>Historical Knowledge, and Understanding and Historical Skills</i>. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> · Who lived here first and how do we know? · How has our community changed? What features have been lost and what features have been retained? · What is the nature of the contribution made by different groups and individuals in the community? · How and why do people choose to remember significant events of the past? <p>Geography Year 3 Level Description: <i>Places are both similar and different</i> continues to develop students' understanding of place by examining the similarities and differences between places within and outside Australia. The content of this year level is organised into two strands: <i>Geographical Knowledge and Understanding</i> and <i>Geographical Inquiry and Skills</i>. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 3 are articulated below.</p> <ul style="list-style-type: none"> · How and why are places similar and different? · What would it be like to live in a neighbouring country? · How do people's feelings about places influence their views about the protection of places? <p>History Achievement Standard: By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.</p> <p>Geography Achievement Standard: By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places. Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.</p>		
	TERM 1 - HISTORY	TERM 2 - HISTORY	TERM 3 & 4 HASS
	<p>Unit 1: Investigating celebrations, commemorations and community diversity Inquiry question/s: <ul style="list-style-type: none"> • How and why do people choose to remember significant events of the past? • What is the nature of the contribution made by different groups and individuals in the community? Students: <ul style="list-style-type: none"> • develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world • examine the historical origins of celebrations and commemorations • examine the contributions made by different cultural groups to the development and character of the local community through various celebrations and commemorations • understand the value of learning about the cultures, languages and beliefs of others through celebrations and commemorations. </p>	<p>Unit 2: Exploring continuity and change in local communities Inquiry question/s: <ul style="list-style-type: none"> • How has our community changed? What features have been lost and what features have been retained? Students: <ul style="list-style-type: none"> • describe what features (including natural and built features) make up a local community • research aspects of life in Queensland communities (specifically transport and work) to identify continuity and change over time. </p>	<p>Unit 2: Exploring places near and far Inquiry question/s: <ul style="list-style-type: none"> • How and why are places similar and different? Students: <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms </p>
	<p>Assessment: <i>Collection of work — Celebrations and commemorations</i> Students explain a celebration or commemoration of the past that has significance today, and describe an individual's or group's experiences of this significant event.</p>	<p>Assessment: <i>Collection of work — Change in a community</i> Students explain how transport has changed over time.</p>	<p>Assessment: Students identify, describe and interpret data about Australian places.</p>



SCIENCE V8

Year 3 Level Description: The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

Achievement Standard: By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

					TERM 1				TERM 2				TERM 3				TERM 4			
SCIENCE	<p>Unit 1: Is it living? Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>																			
	<p>Assessment: Investigating living things <i>Supervised assessment</i> Students group living things based on observable features and distinguish them from non-living things.</p>																			
<p>Unit 2: Spinning Earth Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</p>																				
<p>Assessment: Investigating the sun, Earth and us <i>Multimodal presentation</i> Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p>																				
<p>Unit 3: Hot stuff Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p>																				
<p>Assessment: Understanding heat <i>Experimental investigation</i> Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p>																				
<p>Unit 4: What's the matter? Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p>																				
<p>Assessment: Investigating solids and liquids <i>Supervised assessment</i> Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>																				



HEALTH AND PHYSICAL EDUCATION V8

HEALTH AND PHYSICAL EDUCATION	<p>Years 3 and 4 Band Description: The Years 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. The content explores knowledge, understanding and skills that support students to build and maintain respectful relationships, make health-enhancing and safe decisions and interpret health messages from different sources to take action to enhance their own health and wellbeing. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity. The Years 3 and 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.</p>			
	<p>Achievement Standard: By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, 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 combine movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>			
	MOVEMENT AND PHYSICAL ACTIVITY V8			
	TERM 1	TERM 2	TERM 3	TERM 4
	<p>Unit 1: Swim to survive Students continue to develop specific water safety and survival skills and use these to solve movement challenges. They use decision-making skills to select the appropriate skills/strategies to help them stay safe and healthy.</p> <p>Assessment: Practical Observations/checklists</p>	<p>Unit 2: Take your marks, get set, play Students refine the fundamental movement skills of running, jumping and throwing through athletic specific activities.</p> <p>Assessment: Practical Observations/checklists</p>	<p>Unit 3: Bat, catch, howzat! Students apply strategies for working cooperatively and rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. Students apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>Assessment: Practical Observations/checklists</p>	<p>Unit 4: Splish splash Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges.</p> <p>Assessment: Practical Observations/checklists</p>

TECHNOLOGIES V8

TECHNOLOGIES	<p>Years 3 and 4 Digital Technologies Band Description: Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used, and could be used at home, in school and in the local community. By the end of Year 4, students will have had opportunities to create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real world systems and simple guessing games. In Years 3 and 4, students explore digital systems in terms of their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation. Using the concept of abstraction, students define simple problems using techniques, such as summarising facts to deduce conclusions. They record simple solutions to problems through text and diagrams, and develop their designing skills, from initially following prepared algorithms, to describing their own that support branching (choice of options) and user input. Their solutions are implemented using appropriate software, including visual programming languages that use graphical elements rather than text instructions. They explain, in general terms, how their solutions meet specific needs, and consider how society may use digital systems to meet needs in environmentally sustainable ways. With teacher guidance, students identify and list the major steps needed to complete a task or project. When sharing ideas and communicating in online environments, they develop an understanding of why it is important to consider the feelings of their audiences, and apply safe practices and social protocols agreed by the class that demonstrate respectful behaviour.</p>	
	<p>Digital Technologies Achievement Standard: By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.</p>	
	DIGITAL TECHNOLOGIES V8	
	SEMESTER 1	SEMESTER 2
<p>Unit 1: What digital systems do you use? Students explore and describe how digital systems are used and meet needs at home, in school and the local community. They also define problems that could be solved using digital system solutions.</p> <p>Assessment: Portfolio/observations/checklists</p>	<p>Unit 2: What digital systems do you use?/ Scratch Students develop technical skills in using a visual programming language to create a digital solution. They implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game.</p> <p>Assessment: Portfolio/observations/checklists</p>	



THE ARTS V7.5

Years 3 and 4 Dance Band Description: In Years 3 and 4, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance and collaboratively with their classmates and teachers. Students extend their awareness of the body as they incorporate actions using different body parts, body zones and bases. They explore and experiment with directions, time, dynamics and relationships using groupings, objects and props. They extend their fundamental movement skills adding and combining more complex movements. Students use technical skills including accuracy and awareness of body alignment and expressive skills including projection and focus.

Years 3 and 4 Visual Arts Band Description: In Years 3 and 4, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates and teachers. Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They explore and experiment with a greater diversity of materials, techniques and technologies.

Years 3 and 4 Music Band Description: In Years 3 and 4, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates and teachers. Students extend their understanding of the elements of music as they develop their aural skills. They match pitch and show the direction of a tune with gesture or drawings. They recognise difference between notes moving by step and by leap and recognise and discriminate between rhythm and beat. Students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They explore social and cultural contexts of music and make personal evaluations of their own and others' music.

Dance Arts Achievement Standard: By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.

Visual Arts Achievement Standard: By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.

Music Achievement Standard: 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.

THE ARTS

SEMESTER 1 MUSIC V8		SEMESTER 2 MUSIC V8	
Unit 1: Let's celebrate, let's remember In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.		Unit 3: Musical characters and action In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media.	
Assessment: Part A: Making — Composing Collaborate to create a two-part percussion accompaniment for a celebration song. Part B: Making — Performing Perform a celebration song by singing and playing percussion instruments together. Part C: Responding Describe and discuss the music you listen to, compose and perform.		Assessment: Part A: Making — Performing Sing and play songs that are associated with characters and/or action Part B: Making — Composing Collaborate to compose a piece of music to depict a character or action Part C: Responding Describe and discuss the music listened to, composed and performed	
SEMESTER 1- VISUAL ARTS		SEMESTER 2- VISUAL ARTS	
Unit 1: Colour Students explore colour (hot and cold) and line types.		Unit 2: Patterns in the Playground Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.	
Assessment: Observations/checklists/portfolios		Assessment: Observations/checklists/portfolios	