



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

ENGLISH V8

ENGLISH

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.

Year 3 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.

Year 4 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 aesthetic, 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.

Year 4 Achievement Standard: 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.

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.

TERM 1		TERM 2		TERM 3		TERM 4	
<p>Unit 2: Creating persuasive articles Students read, view and analyse digital, written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.</p>	<p>Unit 7: Exploring personal experiences through events Students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students deliver a persuasive speech to their class on an issue or topic of personal interest.</p>	<p>Unit 1: Investigating author's language in familiar narrative Students listen to, view and read simple chapter books to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author. Through a written response or creation of a new chapter, trick or plan, students develop alternative behaviours and actions for a character.</p>	<p>Unit 3: Investigating characters Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.</p>	<p>Unit 5: Examining traditional stories Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a lesson or message for a younger audience.</p>	<p>Unit 8: Exploring a quest novel Students read and analyse a quest novel. In the assessment task, students post comments and respond to others' comments on an online discussion board to demonstrate understanding of the quest novel.</p>	<p>Unit 6: Examining humour in poetry Students identify and analyse the literary devices of humour used in poetry by different authors. They create a humorous poem and present it to a familiar audience in an informal context.</p>	



<p>Yr3&4 Assessment: Persuasive article <i>Persuasive response - Written</i> Students create a persuasive text for a magazine article.</p>	<p>Y3&4 Assessment: Spoken Presentation <i>Persuasive response - Oral</i> Students deliver a persuasive speech to their class on an issue or topic of personal interest.</p>	<p>Y3&4 Assessment: A new chapter <i>Written</i> Students create an imaginative new chapter for a book.</p>	<p>Y3&4 Assessment: Creating a multimodal text <i>Multimodal presentation</i> Students express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.</p>	<p>Y3&4 Assessment: Creating a traditional story <i>Written</i> Students create and present a traditional story which includes a moral for a younger audience.</p>	<p>Y3&4 Assessment: Online discussion posts <i>Written</i> Students post comments and respond to others' comments on an online discussion board to demonstrate understanding of the quest novel.</p> <p>Y3 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>Y4 Assessment: Comprehending Quest stories <i>Short answer questions</i> Students read and compare two quest stories, answer comprehension questions and identify language features used to engage the audience.</p>	<p>Y3&4 Assessment: Reading comprehension <i>Interpret and evaluate a humorous poem - Exam/test</i> Students interpret and evaluate a humorous poem for its characteristic features.</p> <p>Y3&4 Assessment: Writing and presenting poetry <i>Imaginative response – Written and Oral</i> Students create and recite a humorous poem.</p>
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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>Year 3 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> <p>Year 4 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 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; <i>Fluency</i> 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; <i>Problem Solving</i> 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; <i>Reasoning</i> 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.</p> <p>Year 4 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.</p>			
	YEAR 3			
	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
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<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. 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) <i>Short answer questions</i> Students represent money values in various ways and correctly count change from financial transactions. Measuring length, mass and capacity using metric units <i>Short answer questions</i> Students use metric units for length, mass and capacity. 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. Investigating the relationship between units of time <i>Assignment/Project</i> Students use simple strategies to reason and solve a measurement inquiry question. Representing multiplication <i>Assignment/Project</i> Students represent multiplication and solve multiplication problems using a range of strategies. 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 <i>Short answer questions</i> Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions. 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>
YEAR 4			
TERM 1	TERM 2	TERM 3	TERM 4



<p>Unit 1: Number and place value Make connections between representations of numbers</p> <ul style="list-style-type: none"> 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 <p>Fractions and decimals</p> <ul style="list-style-type: none"> Communicate sequences of simple fractions <p>Patterns and algebra</p> <ul style="list-style-type: none"> Use properties of numbers to continue patterns <p>Using units of measurement</p> <ul style="list-style-type: none"> Use appropriate language to communicate times Compare time durations Use instruments to accurately measure lengths <p>Chance</p> <ul style="list-style-type: none"> Compare dependent and independent events Describe probabilities of everyday events <p>Data representation and interpretation</p> <ul style="list-style-type: none"> Collect and record data Communicate information using graphical displays Evaluate the appropriateness of different displays 	<p>Unit 2: Number and place value</p> <ul style="list-style-type: none"> 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 <p>Fractions and decimals</p> <ul style="list-style-type: none"> 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>Money and financial mathematics</p> <ul style="list-style-type: none"> 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 <p>Shape</p> <ul style="list-style-type: none"> Explore properties of polygons and quadrilaterals Identify combined shapes Investigate properties of shapes within tangrams Create polygons and combined shapes using tangrams <p>Location and transformation</p> <ul style="list-style-type: none"> 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 	<p>Unit 3: Number and place value</p> <ul style="list-style-type: none"> 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 Apply place value to partition and regroup numbers to assist calculations <p>Fractions and decimals</p> <ul style="list-style-type: none"> 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 <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Represent, calculate and round amounts of money required for purchases and change. 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 Investigate standard units of measurement <p>Shape</p> <ul style="list-style-type: none"> Compare the areas of regular and irregular shapes using informal units of area measurement. <p>Location and transformation</p> <ul style="list-style-type: none"> Investigate different types of symmetry, analyse and create symmetrical designs 	<p>Unit 4: Number and place value</p> <ul style="list-style-type: none"> 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. <p>Fractions and decimals</p> <ul style="list-style-type: none"> 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) <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Calculate change to the nearest five cents Solve problems involving purchases <p>Patterns and algebra</p> <ul style="list-style-type: none"> Use equivalent multiplication and division number sentences to find unknown quantities <p>Using units of measurement</p> <ul style="list-style-type: none"> Use am and pm notation, solve simple time problems. <p>Shape</p> <ul style="list-style-type: none"> Measure area of shapes Compare the areas of regular and irregular shapes by informal means <p>Data representation and interpretation</p> <ul style="list-style-type: none"> Write questions to collect data Collect, record, display and interpret data
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		<ul style="list-style-type: none"> • 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>Geometric reasoning</p> <ul style="list-style-type: none"> • 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 		
	<p>Assessment: 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>Assessment: 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>Assessment: 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>Assessment: Solving purchasing problems <i>Short answer questions</i> Students solve simple purchasing problems including the calculation of change.</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>Connecting decimals and fractions <i>Short answer questions</i> Students demonstrate and explain the connections between fractions and decimals to hundredths</p>


HUMANITIES AND SOCIAL SCIENCES – HISTORY V8/GEOGRAPHY V7.5

Year 3 History 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: *Historical Knowledge, and Understanding and Historical Skills*. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:

- 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?

Year 3 Geography Level Description: *Places are both similar and different* 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: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. 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.

- 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?

Year 3 History Achievement Standard: By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups. Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.

Year 3 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.

Year 4 History Level Description: The Year 4 curriculum introduces world history and the movement of peoples. The history content at this year level involves two strands: *Historical Knowledge and Understanding and Historical Skills*. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

Year 4 Geography Level Description: *The Earth's environment sustains all life* focuses on developing students' understanding of sustainability which is about the ongoing capacity of the environment to sustain human life and wellbeing. The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. 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 4 are articulated below.

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

Year 4 History Achievement Standard: By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.

Year 4 Geography Achievement Standard: By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge. Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance. Students interpret data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.



TERM 1 – HISTORY V8	TERM 2 – HISTORY V8	TERM 3 - GEOGRAPHY V7.5	TERM 4 – GEOGRAPHY V7.5
<p>Unit 1: Celebrating and commemorating our history In this unit, students:</p> <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 and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate • explore the contribution made by different cultural groups to the development and character of the local community • recognise connections between world history events and the history of Australia • investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe • use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony • sequence key events related to the colonisation of Australia • describe the experiences of a convict who travelled on the First Fleet and identify how life changed. <p>Key inquiry questions for this unit are:</p> <p>Year 3:</p> <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? <p>Year 4:</p> <ul style="list-style-type: none"> • Why did the great journeys of exploration occur? • Why did the Europeans settle in Australia? 	<p>Unit 2: Exploring change and development In this unit, students:</p> <ul style="list-style-type: none"> • locate information in sources to discover who were the first people to live in Australia • locate information in sources to investigate the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples • research aspects of life in Queensland to identify continuity and change over time • explore the diversity and longevity of Australia's first peoples • recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) • investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples • investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassan traders and Europeans. <p>Key inquiry questions for this unit are:</p> <p>Year 3:</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? <p>Year 4:</p> <ul style="list-style-type: none"> • What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans? • What was the nature and consequence of contact between Aboriginal peoples and/or Torres Strait Islander peoples, and early traders, explorers and settlers? 	<p>Unit 1: Exploring similarities and differences in environments and places In this unit students investigate the inquiry question/s identified from the Australian Curriculum: Geography.</p> <p>Year 3:</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? <p>Year 4:</p> <p>How does the environment support the lives of people and other living things?</p> <ul style="list-style-type: none"> • How do different views about the environment influence approaches to sustainability? 	<p>Unit 2: Protecting and using places more sustainably In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • How do people's feelings about places influence their views about the protection of places? • How and why are places similar and different? <p>Year 4:</p> <ul style="list-style-type: none"> • How do different views about the environment influence approaches to sustainability? • How can people use places and environments more sustainably?



<p>Assessment: Y3 Assessment: <i>Collection of Work</i> Students will identify individuals, events and aspects of the past related to Anzac Day that have significance in the present and identify the importance for different groups of different celebrations and commemorations related to Anzac Day.</p> <p>Y4 Assessment: Collection of Work (V8) Students describe the experiences of James Cook in the past and recognise the significance of James Cook's first voyage in bringing about change. Students explain how and why life changed for people who were convicts on a ship of the First Fleet.</p>	<p>Assessment: Y3 Assessment: <i>Research</i> Students conduct an inquiry to investigate how a local community changed in the past.</p> <p>Y4 Assessment: <i>Research</i> Students conduct an inquiry to investigate what aspects of life changed and what aspects stayed the same for local Aboriginal groups after European settlement.</p>	<p>Assessment: Y3 Assessment: Collection of Work To demonstrate an understanding of the similarities and differences between characteristics of places at a local scale and to represent data</p> <p>Y4 Assessment: <i>Collection of Work</i> In a three part assessment task, under supervised conditions, students will demonstrate an understanding of location and characteristics of place at a national scale and represent and interpret data.</p>	<p>Assessment: Y3 Assessment: <i>Research task</i> Students will recognise that people have different perceptions of places, and how this influences views on the protection of Places.</p> <p>Y4 Assessment: Research task Students conduct an inquiry to investigate ways in which waste is managed in your local area, and how individuals can manage waste more sustainably.</p>
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SCIENCE V8

SCIENCE

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.

Year 3 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.

Year 4 Level Description: The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. 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.

Year 4 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.

TERM 1

TERM 2

TERM 3

TERM 4



<p>Unit 1: Life and living Students understand what constitutes a living thing, and that living things can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features, and recognise once-living things. Students investigate lifecycles and examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on the survival of the species. Students recognise where people use science knowledge in their lives. Students describe situations where science understanding can influence their own and others' actions. They make predictions and observations and record data about living and non-living things in their local environment, offering explanations for their findings. They complete simple reports to communicate their findings.</p>	<p>Unit 2: Properties matter Students investigate the properties of solids and liquids, including the effect of adding and removing heat. Students evaluate how adding and removing heat affects materials in everyday life. Students investigate a range of properties of familiar materials and consider how these influence their selection and use. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They conduct investigations, including posing questions and making predictions, assessing safety, recording and analysing results, considering fairness, and communicating ideas and findings.</p>	<p>Unit 3: Rockin' the Earth and Sky Students investigate Earth's rotation on its axis in relation to the position of the sun, to suggest explanations for everyday observations and events, including day and night, sunrise and sunset, shadows and length of days. They describe observable and non-observable features of Earth and describe activities related to the movement of the Earth and daily activities in people's lives. Students explore natural processes and human activity, which cause weathering and erosion of the Earth's surface. They relate this to their local area and predict how natural processes and human activity may affect future erosion. They describe situations where science understanding can influence their own and others' actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.</p>	<p>Unit 4: Physics Phenomena Students learn about the physical sciences through the unifying context of assisting a character to organise a sporting event. Students complete investigations and activities to investigate the ways heat is produced and transferred, and to understand how objects are affected by contact and non-contact forces. Students investigate how heat is produced and the behaviour of heat when it transfers from an object or area. They identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Students identify that heat transfers from warmer areas to cooler areas. They consider everyday questions about heat and conduct a range of investigations to solve them. Students plan and conduct investigations about heat and heat transfer, and collect data safely using appropriate equipment to record formal measurements. They represent their data in tables and simple column graphs to identify trends and explain their results and reflect on the fairness of their investigations. Students identify the importance of science investigations to respond to questions. 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. Games will be completed safely in order to collect data so that findings can be communicated. Students also identify situations where science is used to ask questions or to make predictions. They identify how science knowledge of forces helps people understand the effects of their actions.</p>
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<p>Y3 Assessment: Is it living? <i>Supervised assessment</i> Students group living things based on observable features and distinguish them from non-living things.</p> <p>Y4 Assessment: Mapping lifecycles and relationships <i>Poster/ Multimodal presentation</i> Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p>Y3 Assessment: Investigating solids and liquids <i>Supervised assessment</i> Students conduct an investigation about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p> <p>Y4 Assessment: 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.</p>	<p>Y3 Assessment: The sun, the Earth and us <i>Poster/ Multimodal presentation</i> Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and how people use knowledge of the movement of the Earth in their lives.</p> <p>Y4 Assessment: Investigation soil erosion <i>Project</i> Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<p>Y3 Assessment: Physics phenomena: Heat it up <i>Experimental investigation</i> Students conduct an investigation into the behaviour of heat to explain everyday observations. Students 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>Y4 Assessment: Investigating contact and non-contact forces <i>Experimental investigation</i> Students conduct an investigation about how contact and noncontact forces are exerted on an object. Students design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science issued to understand the effect of their actions.</p>
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HEALTH AND PHYSICAL EDUCATION V8

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.

Year 3 and 4 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.

MOVEMENT AND PHYSICAL ACTIVITY V8

**HEALTH AND PHYSICAL EDUCATION
PHYSICAL EDUCATION**

TERM 1	TERM 2	TERM 3	TERM 4
<p>Unit 1: Superstars splash, splash Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p>	<p>Unit 2: Athletic spectacle 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>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>Unit 4: Survive the swim Students practise and refine the movement skills associated with water safety and survival strokes. They participate in survival challenges and use problem-solving/decision-making processes to select the appropriate skills and solve these challenges.</p>
<p>Assessment: Practical Observations/checklists</p>	<p>Assessment: Practical Observations/checklists</p>	<p>Assessment: Practical Observations/checklists</p>	<p>Assessment: Practical Observations/checklists</p>

TECHNOLOGIES V8

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.

Year 3 and 4 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.

TECHNOLOGIES

DIGITAL TECHNOLOGIES V8

SEMESTER 1	SEMESTER 2
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YEAR 3 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.	YEAR 3 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.
YEAR 4 Unit 1: What's your waste footprint I Students explore and describe how a range of common information systems present data as information to meet personal, school and community needs. They work with others to communicate ideas and information using online tools, applying agreed social and ethical protocols.	YEAR 4 Unit 2: What's your waste footprint II Students examine different types of data and represent the same data in different ways. They collect, access and present data as information using simple software (such as spreadsheets).
Assessment: Portfolio/observations/checklists	Assessment: Portfolio/observations/checklists



THE ARTS V8

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.

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.

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.

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 — 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

TERM 1 – VISUAL ARTS

TERM 2 - DRAMA

TERM 3 - VISUAL ARTS

TERM 4 - DANCE

Unit 1: Meaning in found objects

Students explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks.

Students will:

- explore visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation)
- represent ideas (display / art conversations / reflections)
- compare artworks and use art terminology to communicate meaning
- explore artworks from Aboriginal artists and Torres Strait Islander artists, which represent the land through symbolic pattern.

Unit 2: Country/Place

Students explore connection to Country/Place through Dreaming stories and Before Time stories as stimulus. Students will:

- explore ideas and narrative structures in Dreaming stories and Before time stories through roles and situations and use empathy in their own improvisations and devised drama
- use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place
- shape and perform dramatic action using narrative structures and tension in devised and scripted drama
- identify intended purposes and meaning of drama using the elements of drama to make comparisons.

Unit 3: Tiny worlds

In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.

Students will:

- 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

Unit 4: Celebrating dance

In this unit students make and respond to dance by exploring dance used in celebrations from a range of cultures.

Students will:

- improvise and structure movement ideas for dance sequences suitable for celebrations using the elements of dance and choreographic devices
- practise technical skills safely in fundamental movements
- perform dances using expressive skills to communicate ideas about celebrations and commemorations
- identify how the elements of dance and production elements express ideas in dance for celebrations including dance by Aboriginal peoples, Torres Strait Islander peoples and Asian peoples.

THE ARTS



	<p>Assessment: Collection of Work Visual Arts Students explore how found objects can communicate meaning in three-dimensional artworks.</p>	<p>Assessment: Collection of Work Drama Students devise, perform and respond to drama about Country/Place</p>	<p>natural landforms and use art terminology to communicate meaning. Assessment: Collection of Work Visual Arts Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.</p>	<p>Assessment: Collection of Work Dance Students perform, choreograph and respond to dance used in celebrations from a range of cultures and communities.</p>
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