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

ENGLISH V8

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.

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	
ENGLISH	**Unit 1: Investigating author's language in a familiar narrative** Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	**Unit 4: Exploring recounts set in the past** Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.	**Unit 3: Examining traditional stories** Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.	**Unit 6: Examining persuasion in advertisements and product packaging** Students understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.	**Unit 5: Exploring a quest novel** Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.	**Unit 2: Examining humour in poetry** Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.

	Assessment: **Unit 1: A new chapter** *Written* Students create an imaginative new chapter for a book.	**Assessment:** **Unit 4:** **Comprehending historical recounts** *Exam/test* Students read historical recounts, answer comprehension questions and identify language features used to engage the audience. **Spoken presentation** *Imaginative response – oral* **Students deliver a spoken recount in role as a character from a particular historical context.**	**Assessment:** **Unit 3: Create and present a traditional story** Assignment/ project Students create and present a traditional story which includes a moral for a younger audience.	**Assessment:** **Unit 6: Reading and viewing comprehension:** *Short answer questions* Students identify and interpret the persuasive language features and visual elements of the product's packaging.	**Assessment:** **Unit 5: Written response** *Informative response – written* Students explain how the author of a quest novel represents the main character in an important event.	**Assessment:** **Unit 2: Reading comprehension: Interpret and evaluate a humorous poem** *Exam/test* Students interpret and evaluate a humorous poem for its characteristic features.

MATHEMATICS V8

MATHEMATICS

Year 4 Level Description: Three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. *At this year level: Understanding* includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times, and describing properties of symmetrical shapes; *Fluency* includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data; *Problem Solving* includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns; *Reasoning* includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

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.

TERM 1

Unit 1:

Number and place value

Make connections between representations of numbers

- Partition and combine numbers flexibly
- Recall multiplication facts
- Formulate, model and record authentic situations involving operations
- Compare large numbers
- Generalise from number properties and results of calculations
- Derive strategies for unfamiliar multiplication and division tasks

Fractions and decimals

- Communicate sequences of simple fractions

Patterns and algebra

- Use properties of numbers to continue patterns

Using units of measurement

- Use appropriate language to communicate times
- Compare time durations
- Use instruments to accurately measure lengths

Chance

- Compare dependent and independent events
- Describe probabilities of everyday events

Data representation and interpretation

- Collect and record data
- Communicate information using graphical displays
- Evaluate the appropriateness of different displays

TERM 2

Unit 2:

Number and place value

- Recognise, read and represent 5-digit numbers
- Identify and describe place value in five-digit numbers
- Partition numbers using standard and non-standard place value parts
- Compare and order 5-digit numbers
- Identify odd and even numbers
- Make generalisations about the properties of odd and even numbers
- Make generalisations about adding, subtracting, multiplying and dividing odd and even numbers
- Recall of 3s, 6s, 9s facts
- Solve multiplication and division problems
- Use informal recording methods for calculations
- Apply mental and written strategies to computation

Fractions and decimals

- 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

Money and financial mathematics

- Read and represent money amounts
- Investigate change
- Rounding to five cents
- Explore strategies to calculate change
- Solve problems involving purchases and the calculation of change
- Explore Asian currency and calculate foreign currencies

Shape

- Explore properties of polygons and quadrilaterals
- Identify combined shapes
- Investigate properties of shapes within tangrams
- Create polygons and combined shapes using tangrams

Location and transformation

- Investigate the features on maps and plans
- Identify the need for legends
- Investigate the language of location, direction and movement
- Find locations using turns and everyday directional language
- Identify cardinal points of a compass
- Investigate compass directions on maps
- Investigate the purpose of scale
- Apply scale to maps and plans
- Explore mapping conventions
- Plan and plot routes on maps
- Explore appropriate units of measurement and calculate distances using scales

Geometric reasoning

- Identify angles
- Construct and label right angles
- Identify and construct angles not equal to a right angle
- Mark angles not equal to a right angle

TERM 3

Unit 3:

Number and place value

- Interpret number representations
- Sequence number values
- Apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division
- Develop fluency with multiplication fact families
- Apply mental and written computation strategies
- Recall multiplication and division facts
- Apply place value to partition and regroup numbers to assist calculations

Fractions and decimals

- Partition to create fraction families
- Identify, model and represent equivalent fractions
- Count by fractions
- Solve simple calculations involving fractions with like denominators
- Model and represent tenths and hundredths
- Make links between fractions and decimals
- Count by decimals
- Compare and sequence decimals

Money and financial mathematics

- 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

Shape

- Compare the areas of regular and irregular shapes using informal units of area measurement.

Location and transformation

- Investigate different types of symmetry, analyse and create symmetrical designs

TERM 4

Unit 4:

Number and place value

- Calculate addition and subtraction using a range of mental and written strategies
- Recall multiplication and related division facts
- Calculate multiplication and division using a range of mental and written strategies
- Solve problems involving the four operations
- Use estimation and rounding
- Apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers.

Fractions and decimals

- Count and identify equivalent fractions
- Locate fractions on a number line
- Read and write decimals
- Identify fractions and corresponding decimals
- Compare and order decimals (to hundredths)

Money and financial mathematics

- Calculate change to the nearest five cents
- Solve problems involving purchases

Patterns and algebra

- Use equivalent multiplication and division number sentences to find unknown quantities

Using units of measurement

- Use am and pm notation, solve simple time problems.

Shape

- Measure area of shapes
- Compare the areas of regular and irregular shapes by informal means

Data representation and interpretation

- Write questions to collect data
- Collect, record, display and interpret data

	Assessment: **Recalling and using multiplication and division facts** *Short answer questions* Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division. **Identifying and explaining chance events** *Short answer questions* Students identify dependent and independent events and explain the chance of everyday events occurring.	**Assessment:** **Using the properties of odd and even numbers** *Short answer questions* Students use the relationships between the four operations and odd and even numbers. **Recalling multiplication and division facts, interpreting simple maps and classifying angles** *Short answer questions* Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.	**Assessment:** **Recognising and locating fractions** *Short answer questions* Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts. **Comparing areas and using measurement** *Short answer questions* 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.	**Assessment:** **Solving purchasing problems** *Short answer questions* Students solve simple purchasing problems including the calculation of change. **Analysing data** *Short answer questions* Students define the different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data. **Connecting decimals and fractions** *Short answer questions* Students demonstrate and explain the connections between fractions and decimals to hundredths

HUMANITIES AND SOCIAL SCIENCES - HISTORY/GEOGRAPHY V7.5

HASS - HISTORY/GEOGRAPHY

History Year 4 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?

Geography Year 4 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?

History Achievement Standard: By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change. Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

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

Unit 1: Investigating European exploration and the movement of peoples

Students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Assessment:
Collection of work
Life of a convict

TERM 2 - HISTORY

Unit 2: Investigating the impact of colonisation

Inquiry question/s:

- What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?
- What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?

Students:

- 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 Macassar traders and Europeans.

Assessment:
Research — Experiences of the Sydney Aboriginal peoples
Students determine how life changed and stayed the same for local Aboriginal peoples after European settlement at Sydney Cove.

TERM 3 - GEOGRAPHY

Unit 1: Exploring environments and places

Inquiry question/s:

- How does the environment support the lives of people and other living things?

Students:

- draw on studies at the national scale, including Australia and the location of major countries in South America and Africa
- recognise the purpose and types of geographical questions
- explore the importance of environments to animals and people and how places are characterised by their environments
- collect and record geographical information from sources to identify how environments support animals and people
- use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals
- represent data by constructing tables and graphs
- represent the location of places and their features by constructing a large-scale map conforming to cartographic conventions, including scale, legend, title and north point
- interpret geographical information and data to identify patterns and distributions of the features of places
- interpret geographical information and data to identify different views on how environments should be protected, and form conclusions
- describe the location of places and their features using grid references, compass direction and distance
- describe and compare the characteristics of places in different locations at the national scale, using geographical terms.

Assessment:
Collection of work
Student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.

TERM 4 - GEOGRAPHY

Unit 2: Use of place and space

Inquiry questions:

- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

Students:

- draw on studies of Australia
- develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people
- compare how people adapt to, and alter environments
- recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste
- collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments
- collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people
- form conclusions about caring for the environment and meeting the needs of people
- present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action.

Assessment:
Research
Students ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.

SCIENCE V8				
SCIENCE	**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. **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**
	Unit 1: Here today, gone tomorrow In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	**Unit 2: Ready, set, grow!** Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.	**Unit 3: Material use** They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.	**Unit 4: Fast forces!** Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.
	Assessment: **Unit 1: Investigating soil erosion** *Project* Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.	**Assessment:** **Unit 2: Mapping life cycles and relationships** *Research* Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.	**Assessment:** **Unit 3: Investigating properties affecting the use of ochre** *Supervised assessment* Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.	**Assessment:** **Unit 4: Investigating contact and non-contact forces** *Experimental investigation* Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.

HEALTH AND PHYSICAL EDUCATION V7.5

HEALTH AND PHYSICAL EDUCATION

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.

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

TERM 1	TERM 2	TERM 3	TERM 4
Unit 1: Superstars **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. They also examine the benefits of being fit and physically active and how they relate to swimming.	**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.	**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.	**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.
Assessment: **Practical** Observations/checklists	**Assessment:** **Practical** Observations/checklists	**Assessment:** **Practical** Observations/checklists	**Assessment:** **Practical** Observations/checklists

TECHNOLOGIES V7.5

TECHNOLOGIES

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.

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.

DIGITAL TECHNOLOGIES

SEMESTER 1	SEMESTER 2
Unit 1: It's your waste footprint 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.	**Unit 2: It's your waste footprint** 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 V7.5

THE ARTS

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 Drama Band Description: In Years 3 and 4, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently and collaboratively with their classmates and teachers. Students extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation. They vary voice and movement to create role when devising drama. They learn about focus, tension, space and time in their own and others' drama. They use language and ideas to shape dramatic action. They use story structures to shape drama for audiences.

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 Media Arts Band Description: In Years 3 and 4, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their classmates and teachers. Students extend their understanding of structure, intent, character and settings. They use composition, sound and technologies. They consider themselves as audiences and explore other audience groups. They explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks.

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.

Drama Arts Achievement Standard: By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama.
Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.

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.

Media Arts Achievement Standard: By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

Music 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.

MUSIC V8

Unit 2: Songs of Australia In this unit, students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.	**Unit 2: Songs of Australia** In this unit, students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.
Assessment: Collection of work of Music Students compose, perform and respond to Australian music.	**Assessment: Collection of work of Music** Students compose, perform and respond to Australian music.

SEMESTER 1 DANCE	SEMESTER 2 ARTS
Unit 1: Dance Students explore elements of dance including direction, level, shape, formation and pathways. They identify how the elements of dance and production elements express ideas in dance. Students practise combinations of fundamental locomotor and non-locomotor movements to a range of musical accompaniment, for example running and sliding; bending and stretching; running, swinging, walking and stretching. They collaborate to present a dance which incorporate appropriate dance elements.	**Unit 2: Arts** Students explore and experiment with visual conventions such as line, shape, colour and texture to develop and individual approach to a theme. They manipulate and experiment with combinations of various materials and technologies to create predictable effects, for example, using crosshatching to create tone or design elements to focus attention in a composition. Students consider viewpoints – meanings and interpretations, for example how the artwork uses visual conventions to convey meaning. They explore ideas and artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations.
Assessment: Solid Pathways Students plan, present and reflect on a dance performance based on a poem. They consider viewpoints, such as meanings and interpretations to communicate their ideas. Students reflect and write about the meaning and intended purposes of their own dance using dance terminology.	**Assessment: Scratch Art** Students design a cultural artwork using Scratch Art. They consider the use of visual conventions, techniques and processes to communicate their ideas.