

TERM 1		TERM 2	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>UNIT 1: CREATING A COMMUNITY OF READERS Launching the Reading Workshop</p> <p>Students explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts.</p>	<p>Reading Response</p> <p>Students are given an unknown text and they are assessed on their ability to determine the language features, images and vocabulary the author has used to engage the interest of the audience.</p>	<p>READING AND UNDERSTANDING INFORMATIVE & PERSUASIVE TEXTS</p> <p>Students express preferences for particular types of texts, and respond to others' viewpoints.</p>	<p>Response to Pervasive Text</p> <p>Students are given a persuasive text on a familiar topic. They are asked to respond to the author's point of view; do they agree or disagree and explain their viewpoint.</p>
WRITING	<p>UNIT 1: CREATING A COMMUNITY OF WRITERS UNIT 2: IMAGINATIVE</p> <p>Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p>	<p>Writing Response</p> <p>Students use a character created in their previous writing. To develop a character and write a profile/ portrait to include all details</p>	<p>UNIT 3: PERSUASIVE</p> <p>They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p> <p>UNIT 4: INFORMATIVE</p> <p>They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p>	<p>Response to Pervasive Text</p> <p>After students are given a persuasive prompt that is relatable (i.e.. school uniform, canteen, homework). They are to write a persuasive text to show their understanding of the structure ideas to support their argument.</p>
SPEAKING & LISTENING	<p>Students can collaborate, listen for key points in discussions and use information to carry out tasks. They use language features to create coherence and add detail to their texts.</p>		<p>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</p>	<p>Response to Pervasive Text</p> <p>Students are given a persuasive text on a familiar topic. They are asked to respond to the author's point of view; do they agree or disagree and explain their viewpoint. Debate</p>

MATHEMATICS

NUMBER & ALGEBRA	<p>Place Value represent, order and apply place value of numbers up to tens of thousands</p> <p>Multiplication and Division apply multiplication facts (2, 3, 4, 5, 10)</p> <p>Fractions investigate fractions (count by halves, quarters and thirds) investigate multiplication number patterns</p> <p>Patterns and Algebra choose strategies to solve problems involving a sequence of steps</p>	Think Board	<p>Place Value investigate properties of odd and even numbers recognise, represent and order numbers up to tens of thousands</p> <p>Addition and Subtraction use addition and subtraction to find unknown quantities</p> <p>Multiplication and Division apply multiplication and related division facts (2, 3, 4, 5, 6, 9, 10) investigate number sequences involving multiples (3, 4, 6, 7, 8, 9)</p>	
MEASUREMENT & GEOMETRY	<p>Time investigate time convert between units and us am and pm</p>		<p>Shape split and combine two-dimensional shapes investigate the area of regular and irregular shapes</p> <p>Symmetry, Transformation and Angles compare and classify angles investigate symmetry</p>	<p>Geometry What different shapes with more than 4 sides can you create that have at least one line of symmetry?</p>
STATISTICS & PROBABILITY	<p>Data explore chance collect data, and create and evaluate data displays</p>		<p>Data Explore chance collect data, and create and evaluate data displays</p>	

INTEGRATED-INQUIRY

<p>INTEGRATED-INQUIRY ODD YEAR</p>	<p>Stephanie Alexander Kitchen Program</p>			
<p>INTEGRATED-INQUIRY EVEN YEAR</p>			<p>HISTORY Community and Remembrance (3)</p> <p>Inquiry Questions: Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? What is the nature of the contribution made by different groups and individuals in the community? How and why do people choose to remember significant events of the past?</p> <p>Stephanie Alexander Kitchen Program</p>	

SPECIALISTS

SCIENCE	Grade 4: Physical Science – Forces		Grade 4: Earth and Space Science – Earth’s Change Over Time	
DIGITAL TECHNOLOGY				
PE	BALL SKILLS		BALL SKILLS	
VISUAL ARTS				
PERFORMING ARTS	DRAMA		DANCE	
GLOBAL LEARNING	POSITIVE START PERSONAL AND SOCIAL CAPABILITY (CARING, BALANCED, COURAGEOUS & RESILIENT, REFLECTIVE, COMMUNICATOR)		CRITICAL AND CREATIVE THINKING CAPABILITY (KNOWLEDGEABLE, INQUIRER, THINKER)	

TERM 3		TERM 4	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>READING AND UNDERSTANDING POETRY</p> <p>By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.</p> <p>Language features</p> <p>The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production</p>	Grade 4: Physical Science - Forces	<p>READING AND UNDERSTANDING IMAGINATIVE TEXTS</p> <p>Students express preferences for particular types of texts, and respond to others' viewpoints.</p>	<p>READING AND UNDERSTANDING POETRY</p> <p>By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.</p>
WRITING	<p>UNIT 5: IMAGINATIVE: POETRY</p> <p>Exploring the World of Free Verse and 2 Two Poetry Forms</p> <p>Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p> <p>UNIT 6: OPEN CYCLE</p> <p>Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p>	Grade 4: Physical Science - Forces	<p>UNIT 7: IMAGINATIVE Authors as Mentors</p> <p>Exploring and using the craft of selected authors. Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p> <p>UNIT 8: MULTI-GENRE</p> <p>Informational Narratives (Hybrid texts)</p> <p>Exploring how to write about a topic in a variety of Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p> <p>interesting forms</p>	Grade 4: Physical Science - Forces
SPEAKING & LISTENING	<p>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.</p>		<p>Students understand how to express an opinion based on information in a text. They contribute actively to class and group discussions, varying language according to context.</p>	<p>Text Comparison</p> <p>Teacher takes anecdotal notes during group discussion.</p>

MATHEMATICS

NUMBER & ALGEBRA	<p>Place Value apply place value to partition, rearrange and regroup numbers to at least tens of thousands apply place value of numbers to tenths and hundredths</p> <p>Multiplication and Division apply multiplication and related division facts (2, 3, 4, 5, 6, 7, 8, 9, 10) use efficient written and mental strategies for multiplication and division</p> <p>Fractions make connections between fractions and decimals (equivalence) locate and represent fractions on a number line</p>	<p>Think board to show understanding of fractions.</p>	<p>Place Value apply place value to partition, rearrange and regroup numbers to at least tens of thousands</p> <p>Multiplication and Division solve word problems for multiplication and division, using a variety of strategies</p> <p>Financial Mathematics solve word problems related to money (purchases and change)</p>	
MEASUREMENT & GEOMETRY	<p>Units of Measurement investigate mass, capacity, length and temperature</p> <p>Location and Mapping investigate location (scale, legend, direction)</p>		<p>Shape/Units of Measurement investigate the area of regular and irregular shapes investigate and compare area and volume compare area of regular and irregular shapes</p> <p>Symmetry, Transformation and Angles create symmetrical patterns compare and classify angles</p>	
STATISTICS & PROBABILITY	<p>Data investigate data collection methods and representations collect data, create and evaluate data displays</p>		<p>Chance explore everyday chance events and describe chances of occurring</p>	<p>COIN TOSS Using a coin, toss it as many times as you can in one minute, record your results. Which result occurred the most and can you explain why this happened? Did the result of the previous coin toss influence the results of the next coin toss? Why? Why not?</p>

SPECIALISTS

INTEGRATED- INQUIRY ODD YEAR	Civics and Citizenship By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging.		First contacts (4) Inquiry Questions: 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?	
INTEGRATED- INQUIRY EVEN YEAR	Geography Places are both similar and different (3) Inquiry Questions: 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?		Geography The Earth's environment sustains all life (4) Inquiry Questions: 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?	
SCIENCE				
DIGITAL TECHNOLOGY	Digital Systems/ Data and Information		Creating Digital Solutions	
PE	FITNESS SKILLS		FITNESS SKILLS	
VISUAL ARTS	DRAWING		PAINTING	
PERFORMING ARTS				
GLOBAL LEARNING	ETHICAL CAPABILITY (PRINCIPLED)		INTER CULTURAL CAPABILITY Open minded	