



### Year 3/4 Joseland West Community - Semester 2, 2017 Outline

#### Description

The Australian Curriculum across Years 3 and 4 assists students to become more independent and communicate with others more effectively. English and Mathematics continue to be a priority, and literacy and numeracy are developed across all learning areas. The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write'.

#### Continual Assessment for Learning:

Student's knowledge, understanding and skills will be continually assessed and demonstrated through a range of tasks including those listed below as well as regularly reflected on throughout the semester in students' digital portfolios, assessment rubrics and teacher observations.

#### Inquiry Learning:

Each semester, Learning Communities will focus on a subject specific inquiry: Humanities (History, Geography, and Civics and Citizenship), and Science and Technology. Your child's learning community focus inquiries for Semester 2 are: **Science and Technology**.

#### ENGLISH:

#### Student Feedback and Assessment will be related to the following learning outcomes:

- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
- Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts
- Examine how evaluative language can be varied to be more or less forceful
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording
- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research
- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)



	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<b>Speaking and Listening</b>	Planning and making presentations to the class and engaging in discussions to share ideas and information	Whole group and small group discussions exploring: Listening Responding Contributing Asking questions Providing feedback Making presentations Thinking creatively Researching Communicating Managing own behaviour Working independently	<ul style="list-style-type: none"> <li>● Rubric</li> <li>● Speaking and Listening checklist</li> <li>● Observation</li> <li>● Self-Assessment</li> </ul>
<b>Reading and Viewing</b>	Reading and understanding a range of different types of texts that explore imaginative and informative topics. This semester's focus is on: <ul style="list-style-type: none"> <li>● Experiments</li> <li>● Instructions</li> <li>● Persuasions</li> <li>● Descriptions.</li> </ul>	Sharing information or ideas Describing literal and implied meaning Connecting ideas in different texts Thinking logically, creatively, empathically and reflectively Managing our own learning and behaviour and working independently	<ul style="list-style-type: none"> <li>● Oxford Owl reading assessment</li> <li>● Teacher observations/ reading conferences</li> </ul>
<b>Writing and Creating</b>	Grammar and spelling based on individual student need including: sentence structure, use of tense, expanding vocabulary and punctuation.	Spelling and grammar is taught in context using the Scaffolding Literacy approach. Focused text types are driven by the Inquiry being studied and are: <ul style="list-style-type: none"> <li>● Procedures</li> <li>● Persuasive Writing</li> </ul> <p>Students may consolidate previously taught text types which are also used for ongoing assessment.</p>	<ul style="list-style-type: none"> <li>● Writing Pathways</li> <li>● On-going writing samples</li> </ul>

**MATHEMATICS:**

**Student Feedback and Assessment will be related but not limited to the following learning outcomes linked to the Inquiry focus:**

- Connect three-dimensional objects with their nets and other two-dimensional representations
- Tell time to the minute and investigate the relationship between units of time
- Compare 12- and 24-hour time systems and convert between them
- Identify symmetry in the environment



- Create symmetrical patterns, pictures and shapes with and without digital technologies.

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<b>Number and Algebra</b>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Counting</li> <li>• Classifying numbers</li> <li>• Continuing and describing number patterns resulting from multiplication</li> <li>• Locating familiar fractions on a number line</li> <li>• Recalling addition and multiplication facts</li> <li>• Recognising the connection between addition and subtraction</li> <li>• Choosing appropriate strategies to solve problems using multiplication and division.</li> </ul>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>• Calculation</li> <li>• Problem-solving</li> <li>• Reasoning</li> <li>• Middle Years Mental Computation activities</li> <li>• iMaths inquiries</li> <li>• Mathletics</li> <li>• Counting</li> <li>• Classifying</li> <li>• Describing</li> <li>• Locating</li> <li>• Recalling</li> <li>• Adding and subtracting</li> <li>• Multiplying and dividing</li> <li>• Connecting and applying mathematical strategies and knowledge to real-life examples and scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Observations</li> <li>• Discussions</li> <li>• Diagnostic tests</li> <li>• MYMC assessment</li> <li>• Work samples.</li> </ul>



<b>Measurement and Geometry</b>	<ul style="list-style-type: none"><li>• Using metric units for length, mass and capacity</li><li>• Using scaled instruments to measure temperatures, lengths, shapes and objects</li><li>• Telling time to the nearest minute.</li></ul>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"><li>• Measurement</li><li>• Time</li><li>• Problem-solving</li><li>• Reasoning</li><li>• Using knowledge in real world situations</li></ul> <p><b>iMaths investigation</b> may include:</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"><li>• Investigation 1, Measurement of centimetres/metres, grams/kilograms, interpreting graphs (data)</li><li>• Investigation 5, organising data, interpreting graphs</li><li>• Investigation 9 Measurement centimetre, millilitres, litres, probability and organising data</li></ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"><li>• Investigation 5, number lines, graduated scales, organising data</li><li>• Investigation 12, millimetres, probability, judgements, organising data, dependent/independent events</li></ul> <p><b>Mathletics:</b></p> <ul style="list-style-type: none"><li>• Converting</li><li>• Matching</li><li>• Mapping</li><li>• Comparing</li><li>• Measuring</li></ul>	<ul style="list-style-type: none"><li>• Rubrics</li><li>• Observations</li><li>• Conversations</li><li>• Diagnostic assessment</li><li>• Links to Humanities rubric covering mapping skills and application, and time duration.</li></ul>
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<p><b>Statistics and Probability</b></p>	<p>Solving problems involving:</p> <ul style="list-style-type: none"> <li>• Conducting chance experiments</li> <li>• Listing possible outcomes</li> <li>• Listing the probabilities of everyday events</li> <li>• Collecting and graphing data</li> <li>• Analysing and sharing data</li> </ul>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>• Interpreting</li> <li>• Comparing</li> <li>• Experimenting</li> <li>• Collecting data</li> <li>• Investigating</li> <li>• Sorting</li> <li>• Displaying</li> <li>• Sharing</li> <li>• Reflecting</li> <li>• Predicting</li> </ul> <p>Learning is also taught, applied and consolidated through iMaths inquiries and Mathematics</p>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Observations</li> <li>• Conversations</li> <li>• Diagnostic assessment</li> <li>• Digital Technology rubric covering collecting, sorting, displaying, sharing and reflecting on data</li> </ul>
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**INQUIRY host subject - SCIENCE AND TECHNOLOGY:**

**Student Feedback and Assessment will be related to the following learning outcomes:**

- Earth's surface changes over time as a result of natural processes and human activity
- Compare results with predictions, suggesting possible reasons for findings
- Forces can be exerted by one object on another through direct contact or from a distance
- Plan a sequence of production steps when making designed solutions individually and collaboratively
- Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions
- Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions.

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<p><b>Science Understanding</b></p>	<p>Ways the Earth's surface has changed and possible explanations Defining contact and non-contact forces and describing how they affect other objects.</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Explaining</li> <li>• Defining</li> <li>• Describing</li> <li>• Scientific Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria</li> <li>• Know, Want to know, What we've Learned (KWL) charts or Mental File</li> <li>• Final Frayer diagram</li> <li>• ePortfolios</li> </ul>



<p><b>Science as a Human Endeavour</b></p>	<p>How Aboriginal and Torres Strait Islander people use scientific investigations in everyday life including observing, sorting, classifying and estimating</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>● Discussing</li> <li>● Investigating</li> <li>● Predicting</li> <li>● Observing</li> <li>● Sorting</li> <li>● Classifying</li> <li>● Estimating</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Intentions and Success Criteria</li> <li>● Know, Want to know, What we've Learned (KWL) charts or Mental File</li> <li>● Final Frayer diagram ePortfolios</li> </ul>
<p><b>Science Inquiry Skills</b></p>	<p>How safety and fairness are part of scientific investigations and how we consider them Use of tables and column graphs to organise data and identify patterns and trends How to pose questions which can be investigated scientifically and make predictions based on what we already know Drawing comparisons between our predictions and results and discussing possible reasons for these results How to use diagrams and other representations to communicate ideas.</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>● Describing</li> <li>● Investigating</li> <li>● Organising data</li> <li>● Identifying Patterns</li> <li>● Questioning</li> <li>● Predicting</li> <li>● Comparing</li> <li>● Communicating findings</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Intentions and Success Criteria</li> <li>● KWL or Mental File</li> <li>● Scientific investigation</li> <li>● Final Frayer diagram</li> <li>● ePortfolio</li> </ul>
<p><b>Design and Technologies Knowledge and Understanding</b></p>	<p>How products, services and environments are designed to best meet the needs of communities and their environments Impact on design decisions, for example environment and sustainability.</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>● Explaining</li> <li>● Testing design impact</li> <li>● Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Intentions and Success Criteria</li> <li>● KWL or Mental File</li> <li>● Scientific investigation</li> <li>● Final Frayer diagram</li> <li>● ePortfolio</li> <li>● DMA Projects</li> </ul>



<p><b>Design and Technologies Processes and Production Skills</b></p>	<p>The Design, Make and Appraise process Selection and safe use of materials, components, tools and equipment Planning of design Labelling materials selected and providing reasons why they were selected How and why our product could be used Evaluating our product stating what worked well or didn't work and what we would change and why Developing design ideas and explaining them using models and drawings including annotations and symbols.</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>● Identifying</li> <li>● Defining</li> <li>● Applying the Design, Make and Appraise process</li> <li>● Selecting materials</li> <li>● Planning</li> <li>● Justifying</li> <li>● Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Intentions and Success Criteria</li> <li>● KWL or Mental File</li> <li>● Scientific investigation</li> <li>● Final Frayer diagram</li> <li>● ePortfolio</li> <li>● DMA Projects</li> </ul>
<p><b>Digital Technologies Knowledge and Understanding</b></p>	<p>Organising and creating different types of information for sharing, in class and online, including data, text and speeches Selecting appropriate formats or layout styles to present information, for example lists, tables and graphs Presenting and explaining why the different methods have been selected.</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>● Organising</li> <li>● Creating</li> <li>● Sharing</li> <li>● Working with others</li> <li>● Selecting</li> <li>● Presenting</li> <li>● Explaining</li> <li>● Sorting</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Intentions and Success Criteria</li> <li>● KWL or Mental File</li> <li>● Scientific investigation</li> <li>● Final Frayer diagram</li> <li>● ePortfolios</li> </ul>



<p><b>Digital Technologies Processes and Production Skills</b></p>	<p>Jointly collecting data using a short survey Creating a slideshow or similar to show our learning which includes user input, for example hyperlinks Creating a digital flow chart to record instructions, using different design tools.</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>● Creating</li> <li>● Collaborating</li> <li>● Collecting</li> <li>● Surveying</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Intentions and Success Criteria</li> <li>● KWL or Mental File</li> <li>● Scientific investigation</li> <li>● Final Frayer diagram</li> <li>● ePortfolios</li> </ul>
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**Health and Physical Education:**

**Student Feedback and Assessment will be related to the following learning outcomes:**

- Interpret health messages and discuss the influences on healthy and safe choices
- Apply strategies for working cooperatively and apply rules fairly
- Use decision-making and problem-solving skills to select and demonstrate strategies that help to stay safe, healthy and active
- Refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges
- Create and perform movement sequences using fundamental movement skills and the elements of movement.

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<p><b>Personal, Social and Community Health</b></p>	<p>Strategies to manage physical, social and emotional change The terminology, <i>challenge, failure, success</i> and <i>identity</i> How success, challenge and failure strengthen identities Identifying and describing different emotional responses in different situations Health information and messages in the media and Internet and how they influence our safe choices.</p>	<p>Whole class, small group and individual work focusing on:</p> <ul style="list-style-type: none"> <li>● Identifying</li> <li>● Demonstrating</li> <li>● Explaining</li> <li>● Describing</li> <li>● Strategy development</li> <li>● Making choices</li> </ul>	<ul style="list-style-type: none"> <li>● Fundamental Motor Skills checklist</li> <li>● Health Integrated Inquiry Unit</li> </ul>



<p><b>Movement and Physical Activity</b></p>	<p>Benefits of physical activity to health and wellbeing Collecting, recording and organising information Refining fundamental movement skills and performing activities where locomotor and object control skills are combined to complete a movement, task or challenge Practicing and improving fundamental movement skills and the elements of movement including combining locomotion and object control skills to complete a movement, task or challenge.</p>	<ul style="list-style-type: none"> <li>● Discovering</li> <li>● Collecting</li> <li>● Recording</li> <li>● Organising</li> <li>● Practicing and refining</li> </ul> <p>Fundamental Motor Skills</p>	<ul style="list-style-type: none"> <li>● Fundamental Motor Skills checklist</li> <li>● Health Integrated Inquiry Unit</li> </ul>
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**Contact Details**

If you would like to contact your child's class teacher or Year 3/4 team leader regarding the information in this outline, or if you have questions during the semester please call or email me at:

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