ACT Government
Education and Training

HARRISON SCHOOL
Inspire Personalise Learn

Year 3/4 Junior Performing Arts community Semester 2 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 is: Humanities (History, Geography, and Civics and Citizenship).

ENGLISH:

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

- Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense
- Identify the point of view in a text and suggest alternative points of view
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements
- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience
- Discuss literary experiences with others, sharing responses and expressing a point of view
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

	Content *(what we are learning)*	**Context** *(how we are learning)*	**Student Feedback and Assessment**

Speaking and Listening	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	• Rubric • Speaking and Listening checklist • Observation • Self-Assessment
Reading and Viewing	Reading and understanding a range of different types of texts that explore imaginative and informative topics. This semester's focus is on: • Recounts • Explanations • Persuasions • Descriptions	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	• Oxford Owl reading assessment • Teacher observations/ reading conferences
Writing and Creating	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: • Recounts- Diaries, biographies, journals, letters • Explain - Timeline, documentary • Persuade - debating, discussion, exposition Students may consolidate previously taught text types which are also used for ongoing assessment.	• Writing Pathways • On-going writing samples

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MATHEMATICS:

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

- Create and interpret simple grid and scale maps to show position and direction
- Interpret information contained in basic maps and show positions
- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures
- Tell the time to minute and investigate AM and PM notation
- Convert units of time
- Collect and organise data into lists, tables, picture graphs, and simple column graphs, with and without the use of digital technologies.

	Content *(what we are learning)*	**Context** *(how we are learning)*	**Student Feedback and Assessment**
Number and Algebra	• Problem solving • Counting • Classifying numbers • Continuing and describing number patterns resulting from multiplication • Locating familiar fractions on a number line • Recalling addition and multiplication facts • Recognising the connection between addition and subtraction • Choosing appropriate strategies to solve problems using multiplication and division.	Whole class, small group and individual work focusing on: • Calculation • Problem-solving • Reasoning • Middle Years Mental Computation activities • iMaths inquiries • Mathletics • Counting • Classifying • Describing • Locating • Recalling • Adding and subtracting • Multiplying and dividing • Connecting and applying mathematical strategies and knowledge to real-life examples and scenarios	• Rubrics • Observations • Discussions • Diagnostic tests • MYMC assessment • Work samples

Measurement and Geometry	• Using metric units for length, mass and capacity • Using scaled instruments to measure temperatures, lengths, shapes and objects • Telling time to the nearest minute.	Whole class, small group and individual work focusing on: • Measurement • Time • Problem-solving • Reasoning • Using knowledge in real world situations **iMaths investigation** may include: **Year 3** • Investigation 2 topics, clocks, seconds, minutes, hours, days • Investigation 9 topics, measurement of days, weeks, months, years, calendars, organising data • Investigation 12 topics, map references, directions-turns **Year 4** • Investigation 6 topics, time am/pm, timelines • Investigation 7 topics, estimation strategies, kilometres, using maps **Mathletics:** • Converting • Matching • Mapping • Comparing • Measuring	• Rubrics • Observations • Conversations • Diagnostic assessment • Links to Humanities rubric covering mapping skills and application, and time duration

Statistics and Probability	Solving problems involving: • Conducting chance experiments • Listing possible outcomes • Listing the probabilities of everyday events • Collecting, organising and graphing data • Analysing and sharing data • Creating displays using lists, tables, picture graphs and simple graphs, with or without the use of digital technologies.	Whole class, small group and individual work focusing on: • Interpreting • Comparing • Experimenting • Collecting data • Investigating • Sorting • Displaying • Sharing • Reflecting • Predicting Learning is also taught, applied and consolidated through iMaths inquiries and Mathletics	• Rubrics • Observations • Conversations • Diagnostic assessment • Digital Technology rubric covering collecting, sorting, displaying, sharing and reflecting on data

INQUIRY - HUMANITIES:

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

- The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places
- Pose questions to investigate people, events, places and issues
- Draw simple conclusions based on analysis of information and data
- Sequence information about people's lives and events
- How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community
- The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.

	Content *(what we are learning)*	**Context** *(how we are learning)*	**Student Feedback and Assessment**

Inquiry and Skills	Posing questions Completing research Collecting information and data Examining information Answering questions Drawing simple conclusions Sharing views on an issue Examining information Identifying a point of view Interpreting data Describing simple distributions and patterns Creating timelines and sequencing events Communicating ideas, findings and conclusions Forecasting probable and preferred futures Proposing actions and considering their effect Recording historical and geographical information on maps Understanding the difference between facts and opinions	Students work collaboratively in whole class, small groups, pairs and individually focusing on: • Viewing • Researching • Collaboration • Identifying • Communicating • Reflecting • Comparing • Creating • Sequencing • Listening • Expressing opinions • Questioning • Concluding • Proposing • Recording • Understanding	• Assessment rubric • Observation • Conferencing • ePortfolios

Knowledge and Understanding	Identifying the importance of places they feel connected to and explaining why Exploring photographs, newspapers, oral histories, diaries and letters to investigate and explain how an aspect of life in the local community has changed or remained the same over time Identifying how British colonisation impacted on the interconnections between components of the environment and the people Describing what motivated countries to explore and colonise and examine the journey of one or more explorers, using navigation maps to reconstruct their journey.	Whole class, small group and individual work focusing on: ● Exploring ● Explaining ● Identifying ● Investigating ● Describing ● Explaining	● Assessment rubric ● Observation ● Conferencing ● ePortfolios
Digital Technologies Knowledge and Understanding	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.	Whole class, small group and individual work focusing on: ● Organising ● Creating ● Sharing ● Working with others ● Selecting ● Presenting ● Explaining ● Sorting	● Learning Intentions and Success Criteria ● KWL or Mental File ● Scientific investigation ● Final Frayer diagram ● ePortfolios

Digital Technologies Processes and Production Skills	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.	Whole class, small group and individual work focusing on: • Creating • Collaborating • Collecting • Surveying	• Learning Intentions and Success Criteria • KWL or Mental File • Scientific investigation • Final Frayer diagram • ePortfolios

Health and Physical Education:

- 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.

	Content *(what we are learning)*	**Context** *(how we are learning)*	**Student Feedback and Assessment**
Personal, Social and Community Health	Strategies to manage physical, social and emotional change The terminology, *challenge*, *failure*, *success* and *identity* 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	Whole class, small group and individual work focusing on: • Identifying • Demonstrating • Explaining • Describing • Strategy development • Making choices	• Fundamental Motor Skills checklist • Health Integrated Inquiry Unit

Movement and Physical Activity	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.	• Discovering • Collecting • Recording • Organising • Practicing and refining Fundamental Motor Skills	• Fundamental Motor Skills checklist • Health Integrated Inquiry Unit

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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