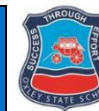


OVERVIEW OF EXPECTED OUTCOMES - TERM 1 – 2017

Oxley State School



YEAR 4	Expected Outcomes	Assessment	Week
English	<p>Unit 1: Investigating author's language in a familiar narrative (C2C Unit 1) Term 1, Weeks 1 - 8 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. (Focus Text: <i>The Twits</i>)</p> <p>Unit 2: Exploring recounts set in the past (C2C Unit 5) Term 1, Weeks 9 – 10, Term 2, Weeks 1 – 6 Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.</p> <p>Reading: Comprehension: Focus on strategies from STARS program and strategies identified in student reading assessment.</p> <p>Spelling: Students will develop their spelling skills and knowledge through the Spelling Mastery program.</p>	<p>Writing: Whole School Writing Task</p> <p>Reading and Comprehension <i>Exam/Test</i> Students use comprehension strategies to understand language and visual features in a familiar narrative.</p> <p>A new chapter <i>Written</i> Students create an imaginative new chapter for a book.</p> <p>PM/Probe: Diagnostic reading assessment (Non-Fiction)</p>	<p><i>Week 2</i></p> <p><i>Week 7</i></p> <p><i>Week 8</i></p> <p><i>Week 5</i></p>
Mathematics	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — make connections between representations of numbers, partition & combine numbers flexibly, recall multiplication facts, formulate, model & record authentic situations involving operations, compare large numbers, generalise from number properties & results of calculations, derive strategies for unfamiliar multiplication & division tasks • Number and place value — recognise, read & represent 5-digit numbers, identify & describe place value in 5-digit numbers, partition numbers using standard & non-standard place value parts, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying & dividing odd & even numbers, recall of 3s, 6s, 9s facts, solve multiplication & division problems, use informal recording methods & strategies used for calculations, apply mental & written strategies to computation. • Number and place value — sequence number values, apply number concepts and place 	<p>PAT-M Number Facts Test</p> <p>Abundant numbers <i>Written</i> Students identify unknown quantities and solve problems using appropriate strategies for multiplication and division.</p> <p>Why is it odd? <i>Short answer questions</i> Students use the relationships between the four operations and odd and even numbers.</p>	<p><i>Weeks 1-2</i></p> <p><i>Week 4</i></p> <p><i>Week 6</i></p>

value understanding to the calculation of addition, subtraction, multiplication and division.

- Number and place value — calculate using a range of mental & written strategies with 2 and 3 digit numbers, recall multiplication & related division facts, calculate multiplication & division using a range of mental & written strategies, solve problems involving the four operations
- Patterns and algebra — use properties of numbers to continue patterns
- Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities.
- Patterns and algebra — investigate & describe number patterns, solve word problems & use equivalent multiplication & division number sentences to find unknown quantities.

YEAR 4	Overview of Expected Outcomes	Assessment	Week
Science	<p>Properties of Materials Students will explore natural and processed materials including physical properties and how these properties can influence their use</p>	<p>Practical Investigation – Students will be assessed on their knowledge of the properties of materials and their application of this in their design and construction – <i>Egg drop</i></p>	<p><i>Week 6-7</i></p>
History	<p>Explorers Students will explore the journey of world navigators up to the late eighteenth century. They will use sources to sequence historical events and pose a range of questions about the past.</p> <p>First Fleet Students will be exposed to stories regarding the arrival of the First Fleet to Australia.</p>	<p>Interview Captain Cook and Timeline – oral presentation. Students will be assessed on their ability to pose historical questions and ability to organise relevant events chronologically on a timeline.</p>	<p><i>Completed in Week 5-6</i></p>
Health / Physical Education	<p>Health: You Can Do It Program</p> <p>HPE: Swimming Students will practice and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke and breaststroke as well as other safety and survival challenges. They will learn how timing, effort and body positions affect movements and stroke performance.</p>	<p>Swimming Stage Level Checklist (Royal Life Saving)</p>	<p><i>8-9</i></p>
Technology	<p>Package Challenge (<i>Linked to Science Materials Unit</i>) Students will have the opportunity to design and build a suitable package to meet specific design challenges.</p>	<p>Create a package to protect when dropped from a height. Students will be assessed on the features of their design and their ability to reflect on the construction process</p>	<p><i>Week 6-7</i></p>
The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p><u>Visual Arts</u></p> <p>Line, Depth and Colour Students will have opportunity to create a Twit’s character using paint and collage materials.</p> <p>Shade, Tone and Line Students will also have opportunity to create illustrations to match their written chapter, using charcoal.</p>	<p>The Twit’s character painting and collage.</p> <p>The Twits charcoal line drawing to represent their narrative chapter.</p>	<p><i>Week 5</i></p> <p><i>Week 8-9</i></p>
	<p><u>Music</u> Students will continue to consolidate and extend their repertoire of more complex rhymes and songs. Students will have the opportunity to perform a selection of rhythmic and melodic ostinato, rhythmic and melodic canons and partner songs, as individuals and as a group.</p>	<p>Students read known notes in letter names (B A G E) and solfa (l s m r d) from staff or handsigns.</p> <p>Students improvise a melodic answer.</p>	<p><i>1-10</i></p>

	<p>Students will continue to develop recorder skills, extending their range to include 4 notes (e,g,a,b,) learning songs, echoing and improvising melodic fragments. Students will learn to play the melody. Students will create an improvisation of a known song.</p>	<p>Students will learn the melody of a 3 note song on recorder and perform with the correct technique and sound.</p> <p>Students will create their own version of a known song and then perform this song through singing and playing.</p>	<p>1-5</p> <p>1-5</p>
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At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C)