

OVERVIEW OF EXPECTED OUTCOMES - TERM 2 – 2017

Oxley State School



YEAR 4	Expected Outcomes	Assessment	Week
Integrated Unit: <i>First Contact of the First Fleet</i> English/History	<p>Unit 2: Exploring recounts set in the past (C2C Unit 5)</p> <p>Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.</p> <p>Unit 3: Examining humour in poetry (C2C Unit 2)</p> <p>In this unit, students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>	<p>Unit 2: Reading comprehension <i>Exam/Test</i> Interpret and evaluate historical texts</p> <p>Unit 2: Spoken Presentation <i>Historical Recount</i> Students present an account of events in the role of a person who was present at the arrival of the First Fleet.</p> <p>Unit 3: Reading comprehension: Interpret and evaluate a humorous poem <i>Exam/test</i> Students interpret and evaluate a humorous poem for its characteristic features.</p> <p>PM/Probe: Diagnostic reading assessment (Fiction)</p>	<p><i>Week 4</i></p> <p><i>Week 5</i></p> <p><i>Week 10</i></p> <p><i>TBA</i></p>
History	<p>Students will:</p> <ul style="list-style-type: none"> - 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 Macassans traders and Europeans. 	<p>Research Project: Experience of the Eora People</p> <p>Students will describe the experiences of the Eora peoples, identifying aspects of the past that remained the same over time.</p>	<p><i>Week 5</i></p>

Mathematics

Students develop understandings of:

- Identify odd & even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying & dividing odd & even numbers
- Fractions and decimals — communicate sequences of simple fractions
- Fractions and decimals — revise & develop understanding of proportion & relationships between fractions in the halves family & thirds family, count & represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.
- 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
- Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line
- Using units of measurement — use appropriate language to communicate times and compare time durations, use am and pm notation, solve simple time problems

Number fact diagnostics

Week 6

Why is it odd?

Week 2

Short answer questions

Students use the relationships between the four operations and odd and even numbers.

Fraction fit

Week 6

Short answer questions

Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.

<p>Science</p>	<p>Forces</p> <p>In this unit, students investigate how forces affect objects through direct contact or from a distance, and relate this knowledge to the use of forces in everyday life.</p>	<p>Forces Assessment Collection of work — Science journals ongoing: Portfolio Students investigate how forces can be exerted either directly on an object or from a distance and to communicate findings based on data collected.</p>	<p>On-going Week 5</p>
<p>Health / Physical Education</p>	<p>Health: You Can Do It Program</p> <p>Athletics: Athletic Spectacle</p> <p>Students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.</p>	<p>National Curriculum Unit Checklist and Criteria</p>	<p>On-going</p>

<p>The Arts (Music, Visual Arts, Dance, Drama and Media Arts)</p>	<p><u>Visual Arts</u> Shape, Symmetry and Colour Students will have opportunity to design and create a map for their island.</p> <p>Line, Colour, Pattern, Balance and Contrast Students will create an oil resistant artwork of their own adapted animal.</p>	<p>Convict collage</p>	<p><i>Week 3</i></p>
		<p>Oil resistant artwork: Animal adaptations</p>	<p><i>Week 5</i></p>
	<p><u>Drama</u> Students will learn, rehearse and perform the play “Botany Bay” in which they enact scenes depicting English convicts being sentenced to transportation to the British colony of New South Wales. Students will demonstrate their knowledge and skills by using appropriate tone, pitch, pace and volume when delivering their lines to an audience. The skills of movement, gesture, facial expression and body language will also assessed.</p>	<p>Students will perform the play “Botany Bay”</p>	<p><i>Week 5</i></p>
	<p><u>Music</u> Building on skills being developed in term 1, 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, partner songs, accompaniments (including drone and bordun) as in Students will continue to develop recorder skills, extending their range to include 6 notes (e,g,a,b, high c and high d), learning songs, echoing and improvising melodic fragments. Students will discover a new rhythmic element in simple time through a known song (ti tika). Students will learn to play the melody and base of a song and perform in a small ensemble.</p>	<p>Students read known notes in letter names (D’ C’ B A G E F) and solfa (l s m r d) from staff or handsigns.</p> <p>Students improvise a melodic answer.</p> <p>Students will learn the melody of a five note song on recorder and the base on a xylophone and perform the song in a small ensemble.</p>	<p>3-8</p> <p>4-7</p>