

OVERVIEW OF EXPECTED OUTCOMES - TERM 3 – 2017

Oxley State School



YEAR 4	Expected Outcomes	Assessment	Week
<p>English</p>	<p>Unit 4: Exploring a quest novel (C2C V5 Unit 6)</p> <p>Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students will write a short response explaining how the author represents the main character in an important event in the quest novel.</p> <p>Unit 5: Examining persuasion in advertisements and product packaging (C2C V5 Unit 7)</p> <p>In this unit students will understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students will understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students will use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal and write a text to promote their cereal.</p>	<p>Unit 4: Written response</p> <p>Students explain how the author of a quest novel represents the main character in an important event.</p> <p>Unit 5: Reading and viewing comprehension</p> <p><i>Short answer questions</i></p> <p>Students identify and interpret the persuasive language features and visual elements of a product's packaging.</p> <p>Unit 5: Multimodal Advertisement</p> <p>Students create and present a persuasive advertisement using PowerPoint. They present this to their peers, explaining the language features used.</p>	<p><i>Term 3,</i> <i>Week 8</i></p> <p><i>Term 4,</i> <i>Week 5</i></p> <p><i>Term 4,</i> <i>Week 6</i></p>
<p>Mathematics</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Fractions and decimals — make links between fractions and decimals, count by decimals, compare and sequence decimals. • Fractions and decimals — read & write decimals, identify fractions & corresponding decimals, compare & order decimals (to hundredths) • Using units of measurement - use instruments to accurately measure lengths. • Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement • Shape — explore properties of polygons & quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons & combined shapes • Shape — compare the areas of regular and irregular shapes using informal units of area measurement • Shape — measure area of shapes , compare the areas of regular and irregular shapes by informal means • Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs. 	<p>Gnome land</p> <p><i>Short answer questions</i></p> <p>Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p> <p>Measure it up</p> <p><i>Short answer questions</i></p> <p>Students compare areas of regular and compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length.</p> <p>Data analysers</p> <p><i>Short answer questions</i></p> <p>Students define the different methods for data collection and representation, evaluate their</p>	<p><i>Week 8/9</i></p> <p><i>Week 5/6</i></p> <p><i>Week 3/4</i></p>

	<ul style="list-style-type: none"> Data representation and interpretation — write questions to collect data, collect & record data, display & interpret data, communicate information using graphical displays & evaluate the appropriateness of different displays. 	effectiveness and construct data displays from given or collected data.	
Science	<p>Here today, gone tomorrow</p> <p>In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.</p>	<p>Unit 1: Investigating soil erosion</p> <p><i>Project</i></p> <p>Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<i>Week 9/10</i>
Geography	<p>Exploring environments and places</p> <p>In this unit, students build on their mental map of the world and their understanding of place with a focus on Africa and South America. Students investigate the types of natural vegetation and native animals on both these continents. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.</p>	<p>Unit 1: Exploring environments and places</p> <p>A three part assessment task, where students will demonstrate an understanding of location and characteristics of place at a national scale and represent and interpret data.</p>	<i>Week 9/10</i>
Technology	<p>What digital systems do you use?</p> <p>In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language.</p>	<p>Unit 1: What digital systems do you use? Portfolio</p> <p>Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.</p>	<i>Week 10</i>
Health	<p>Making healthy choices</p> <p>In this unit students will identify strategies to keep healthy and improve fitness. They will explore the <i>Australian guide to healthy eating</i> and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.</p>	<p>Making Healthy Choices</p> <p>Students will recognise strategies for managing change. They will interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active.</p>	<i>Week 10</i>

At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C)

YEAR 4	Overview of Expected Outcomes	Assessment	Week
Physical Education	<p>Skills & Strategy All Codes Football</p> <p>Students will perform the specialised movement skills of passing, catching and kicking within the context of All Codes Football. They will propose and combine Football movement concepts and strategies in game situations to solve movement challenges. Students will demonstrate social and personal skills to work collaboratively and play fairly during games and physical activity.</p>	National Curriculum Unit Checklist and Criteria	On-going
The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p>Music</p> <p>Building on skills being developed in Semester 1, students will continue to consolidate and extend their repertoire of more complex rhymes and songs. Students will continue to have the opportunity to perform a selection of rhythmic and melodic ostinato, rhythmic and melodic canons, partner songs, accompaniments (including drone and bordun) as individuals and as a group.</p> <p>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 will be able to identify the different families of an orchestra through site and sound.</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 ostinato pattern.</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>Students will identify the instruments of the orchestra and the family they belong to.</p>	<p>3-8</p> <p>4-7</p>

At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C)