



Year 3/4K - Term 4, 2025

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<u>Persuasive spoken argument – Speaking & Listening</u> To create a spoken argument to share and extend ideas, opinions and information about a chosen topic. Students are learning to: <u>Year 3</u> - Expresses a preference and clearly structured opinions about a chosen topic, with elaborated details. - Uses language features such as sentences with mainly correct grammatical constructions, that are grouped, linked and logically sequenced, precise vocabulary, appropriate modal verbs and connectives to suit the purpose. - Adjusts and varies features of voice such as tone, volume, pitch and pace for emphasis, and to suit the audience and purpose. - Actively listen and give relevant feedback <u>Year 4</u> - Shares and extends ideas, opinions and information to present an organised argument to an audience, using complex sentences to communicate relevant, descriptive details and elaborations from learnt topics or texts. - Uses persuasive text structures including text connectives, to cohesively organise and link ideas. - Uses language features including appropriate subjective and objective language, topic-specific vocabulary, and rhetorical devices, to communicate meaning accurately. Controls tone, pace, pitch and volume to suit purpose and audience. - Actively listens and gives relevant and constructive feedback.
	Assessment Tasks and week administered	<u>Speaking & Listening</u> <u>Year 3 Assessment:</u> To create a spoken argument to share and extend ideas, opinions and information about a chosen topic. Weeks: 7 & 8 <u>Year 4 Assessment:</u> To create a spoken argument to share and extend ideas, opinions and information about a chosen topic. Weeks: 7 & 8
Mathematics	Class Teacher	<u>Year 3</u> Students are learning to: <u>Number & Algebra</u> - manipulate numbers beyond 10,000 by partitioning and regrouping using understanding of place value in the base-10 number system - begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns - use meaningful practice to extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5 and 10 multiplication facts <u>Chance & Probability</u> - use games to develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events - use chance experiments to understand that different outcomes can be the results of random processes. <u>Year 4</u> Students are learning to: <u>Number & Algebra</u>

		- Finds single and multiple unknown values in numerical equations involving addition and subtraction and create a numerical equation showing equivalence, using and finding an unknown. - Follows and creates algorithms using addition and multiplication and a clear sequence of steps or decisions, including using a repeat statement, to generate sets of numbers; and identifies and describes emerging patterns. <u>Chance & Probability</u> - Orders all events or all the outcomes of chance experiments in terms of likelihood including justifications and identifies and explains why events are independent and dependent. - Conducts repeated chance experiments, describes the variation in results, comments on the chance of outcomes for a further trial and uses probability knowledge to explain why results may differ from the expected results.
	Assessment Tasks and week administered	<u>Year 3</u> Assessment Task: Probability and Probability experiments and simulations Week: 5 Assessment Task: Number, Algebra and Computational thinking Week: 7 <u>Year 4</u> Assessment task 4.1: Finding unknowns, creating algorithms and identifying emerging patterns Week: 6 & 7 (PART A) & Week 7 & 8 (PART B) Assessment task 4.2: Ordering likelihood of events and conducting chance experiments Week: 3 & 4 (PART A) & Week 4 & 5 (PART B)
Science	<i>Class Teacher</i>	<u>Year 3 and 4</u> Science: ‘Hot Stuff’ Students are learning how to: - investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. - explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. - identify that heat energy transfers from warmer areas to cooler areas. - use their experiences to identify questions about heat energy and make predictions about investigations. - describe how they can use science investigations to respond to questions. - plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements. - represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.
	Assessment Tasks and week administered	Assessment Task: Understanding Heat Weeks: 7 – 8
Humanities & Social Sciences	<i>Class Teacher</i>	<u>Year 3 and 4</u> Australia Past and Present Students are learning about: - factors that shape identity and connections to community - importance of rules and laws - difference between fact and opinion Students are learning to: - create an identity profile - explore the importance of rules and laws - identify fact and opinion statements
	Assessment Tasks and week administered	Assessment Task: Collection of work Weeks: 6-8
Health and Physical Education	<i>Specialist Teacher (Health and PE)</i>	Health - Netiquette and Online Protocols (Year 3 and 4) Students are learning about: - cyber safety, cyberbullying and online protocols. - how emotional responses vary - how to interact positively with others.

		Students are learning to: - describe and apply strategies that can be used in online situations - use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe - explore the importance of demonstrating respect and empathy in online relationships. - reflect on the use of digital technologies and online communities, - explore risk-taking behaviours, their rights and responsibilities - explore bullying behaviours and strategies to reduce it - identify resources and people who can help them make good decisions and stay safe. PE - You Can't Touch This (Year 3 and 4) Students are learning about: - the specialised skills of touch football (rollball and rucking, passing, moving with the ball, effecting a touch) Students are learning to: - apply these movement concepts to demonstrate attack and defence skills in modified touch football games
	Assessment Tasks and week administered	Assessment Task: Health – Collection of Work, PE – Practical. Weeks: 6 – 8
The Arts <i>Strand: Music</i>	Specialist Teacher (Music)	<u>Year 3</u> Students are learning to: - identify and decode the music notation on music staff. - be able to perform correct melody and rhythm for known songs on xylophone. <u>Year 4</u> Students are learning to: - extend their ability to decode the music notation on music staff through playing on tuned percussion instrument - Xylophone. - be able to perform correct melody and rhythm for known songs on Xylophone with percussion techniques.
	Assessment Tasks and week administered	Assessment Task: Collective of work and Performance Weeks: 6-8
The Arts <i>Strand: Drama</i>	Class Teacher	<u>Year 3 & 4 (Year 3 only assessed):</u> Drama: Exploring issues through drama Students are learning how to: - explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised dramas around an issue. - use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama. - shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama. - identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal peoples and Torres Strait Islander peoples, using the elements of drama to make comparisons.
	Assessment Tasks and week administered	Assessment Task: To devise, respond to and perform drama about an historical event. Weeks: 3 (throughout Term 3 and 4)
Languages (L.O.T.E.) Japanese	Specialist Teacher	<u>Year 3 & 4 (Year 4 only assessed)</u> Students are learning to: - Read and write times in using Japanese kanji for numbers and appropriate counting words. - Read and write the days of the week using Japanese kanji. - Use Japanese to answer questions about a school timetable.
	Assessment Tasks and week administered	Assessment Task (for Year 4 only): Collective of work and Performance Weeks: 8-9