

Year 4/5 Curriculum Map

Term 3, 2023



Information for Parents & Carers

English

Responding to Poetry

Teaching and Learning: In this unit of work, students will listen to, read and view a range of poetry, including Australian narrative poems (ballads). When reading and viewing poems, students will examine and analyse the text structure, vocabulary and character development, in order to deepen their understanding of texts. Students will revise narrative structure (orientation, complication, climax, resolution), character development and language feature use as they practise transforming a narrative poem into a narrative.

Assessment: For their assessment task, students will read and analyse the Australian poem 'Mulga Bill's Bicycle'. They will use this text to plan, write and then create a digital multimodal transformation of a narrative poem.

Maths

Over the course of Term 3, students in Year 4 and 5 will learn about and be assessed on the following concepts:

Location, Transformation and Geometry – Investigate and use the features on maps and plans (legends, compass, scale); investigate the language of location, direction and movement; find locations using turns and everyday directional language (left, right); identify cardinal points (N,S,E,W) of a compass, investigate compass directions on maps; plan and plot routes on maps; use scales to calculate distances on maps; identify angles (acute, right), construct and label right angles; identify and construct angles not equal to a right angle; mark angles not equal to a right angle; use a grid (A1, E2) to describe locations on maps, describe positions using landmarks & directional language.

Time – use am and pm notation, solve simple time problems, use appropriate language to communicate times and compare time durations, compare 12- and 24-hour time systems and convert between them.

Data representation & interpretation – write questions to collect data, collect & record data, display & interpret data, define numerical (numbers) & categorical (groups) data, generate sample questions, explain why data is either numerical or categorical, explore why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.

Science

Now You See It!

Teaching and Learning: In this unit, students will investigate the properties of light, the formation of shadows and explore the role of light in everyday objects and devices. They will investigate reflection angles, how refraction (bending light) affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. Students will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams.

Assessment: Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems. They suggest ways to improve the fairness of their investigation and communicate ideas and findings.

Language Other Than English (LOTE)

Pets

Teaching and Learning: In this unit, students will learn the nouns and adjectives of the Japanese language relating to pets and animals. They will also continue to focus on comprehension and composition of Hiragana (Japanese writing system) with the implementation of spelling and writing rules.

Assessment: This term, students will introduce their pet in Japanese using a photo board presentation, including different facts, such as their name, age and things that they like.

Digital Technology

A-maze-ing Digital Designs

Teaching and Learning: In this unit, students will investigate the functions and interactions of digital components and data transmissions in simple networks. They will practice following, modifying and designing simple algorithms (repetition) using programming language statements (steps and decisions) to create actions in a game. Students will implement their game using programming and evaluate how well it meets the needs of users.

Assessment: Students create a game using the skills of defining, designing, implementing using visual programming, managing and evaluating.

Humanities and Social Sciences (HASS)

Year 4 – Using Places Sustainably

Assessment: To investigate the interconnections and diverse characteristics of the environment in different places across the world. Students will collect, analyse and interpret data on waste management and resource use, then use this to respond and propose 'sustainable' solutions to the issue.

Year 5 - Communities in colonial Australia (1800s)

Assessment: Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?', where they will examine sources on colonial Australia to answer short answer questions, sequence events, describe events and experiences and draw conclusions.

Media Arts

Year 4 – On the Cover

Assessment: This semester, students explore various media artworks and designs and create an electronic cereal box cover that appeals to a target audience.

Visual Arts

Year 5 – Say it with art

Assessment: In Semester Two, students will explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about an environmental issue and communicates meaning through display.

The Arts

Dance – Celebrating Dance

Teaching and Learning: In this unit, students make and respond to dance by exploring dance used in celebrations from a range of cultures. They will improvise and structure movement ideas for dance sequences suitable for celebrations, using the elements of dance (body, action, space, time, energy). Students will performance dances using expressive skills to communicate ideas about celebrations and commemorations.

Assessment: In this unit, students make and respond to dance by exploring dance used in celebrations from a range of cultures.

Health & Physical Education

Health: Health Channels

Teaching and Learning: In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages (e.g. Smoking, Sun Safety) and the methods they use to influence decisions.

Assessment: Students interpret health messages in product advertisements (food products). They apply decision-making skills in relation to a health message for a product

PE: Bat, Catch, Howzat - Cricket

Teaching, Learning & Assessment: They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games.