



	Achievement Standard	Teaching and Learning	Assessment
English	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p>	<p>Explore:</p> <ul style="list-style-type: none"> Find out how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques. 	
	<p>Productive modes (speaking, writing and creating)</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>	<p>Inquire into:</p> <ul style="list-style-type: none"> Tune into what a highly engaging and humorous story looks like, feels like, and sounds like. Investigate how texts can be cohesive and coherent through careful language feature and grammar choices. 	<p>Create a new chapter for the novel, The Twits</p> <p>Purpose of assessment: Drawing inspiration from the highly engaging and humorous story The Twits, students will apply their knowledge of how the author constructed his text and create their own entertaining chapter.</p>
Math	<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They</p>	<ul style="list-style-type: none"> Data representation and interpretation - collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays Number and place value - make connections between representations of numbers; partition and 	<p>Recalling and using multiplication and division facts</p> <p>Purpose of assessment: To recall multiplication and division facts, identify and explain unknown quantities and solve problems using appropriate strategies for multiplication and division.</p>



	<p>describe different methods for data collection and representation, and evaluate their effectiveness.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p>	<p>combine numbers flexibly; recall multiplication facts; formulate, model and record authentic situations involving operations; compare large numbers; generalise from number properties and results of calculations; and derive strategies for unfamiliar multiplication and division tasks</p> <ul style="list-style-type: none"> ● Fractions and decimals - communicate sequences of simple fractions ● Chance - compare dependent and independent events, describe probabilities of everyday events ● Measurement - use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths ● Patterns and algebra - use properties of numbers to continue patterns 	<p>Identifying and explaining chance events</p> <p>Purpose of the Assessment: To identify dependent and independent events and explain the chance of everyday events occurring.</p> <p>Investigating the nature of 10 000</p> <p>Purpose of the Assessment: To use simple strategies to reason and solve number inquiry questions.</p>
Science	<p>By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.</p> <p>Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.</p>	<p>Inquiry:</p> <ul style="list-style-type: none"> ● Tuning in to erosion - how and why the Earth's surface changes over time ● Finding out how to conduct a scientific investigation ● Investigating erosion, highlighting how natural processes and human activities affect the Earth's surface over time 	<p>An Inquiry: Weathering and Erosion</p> <p>Purpose of the assessment: Conduct a scientific inquiry into the effects of natural processes and human activity and how to minimise these effects on erosion.</p>
Technology	<p>By the end of Year 4, students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used.</p> <p>Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms. They plan a sequence of steps (algorithms) to create solutions, including visual programs. Students plan and safely produce designed solutions for each of the prescribed technologies contexts. They use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes. Students use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.</p>	<ul style="list-style-type: none"> ● Creating and responding in context of the other learning areas, exploring the realms of Digital and Design Technology. 	<p>Assessment – Semester 2</p> <p>Purpose of the assessment: Students will collaborate to develop a presentation that demonstrates their understanding of drone and Remotely Piloted Aircraft (RPA) flight in Australia. They will share their presentations and research findings in a secure, online environment.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HASS</p>	<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person’s identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>	<p>Investigate:</p> <ul style="list-style-type: none"> ● Explore the location of major countries on the continents of Africa and South America. ● Find out about the cartographic conventions for mapping ● Investigate geographical information and data. 	<p>An Inquiry: Geography</p> <p>Purpose of the Assessment: To locate and collect information and data from a range of sources on the continents of Africa and South America and representing the data in different formats including large-scale maps with appropriate cartographic conventions. Interpreting the data and information to describe and compare the diverse characteristics, distributions and simple patterns of the continents of Africa and South America and draw conclusions.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Arts</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks.</p> <p>Students collaborate to plan and make artworks that communicate ideas.</p>	<p>Explore:</p> <ul style="list-style-type: none"> ● Using tuned and untuned percussion instruments to practise known rhythmic and melodic elements ● Lines and spaces on the treble clef will be studied and known songs will be analysed ● Explore simple time signatures and be able to identify them in known repertoire 	<p>Assessed term 2</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HPE</p>	<p>By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>Explore:</p> <ul style="list-style-type: none"> ● Tune into and investigate how heritage and culture contribute to identity ● Participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions ● Explore and refine fundamental movement skills to solve disc (frisbee) challenges ● Combine frisbee skills with elements of movement (space, time, objects and people) to play a game of ultimate disc ● Investigate the benefits being healthy and physically active 	<p>Culture in Australia: Positive interactions</p> <p>Purpose of the Assessment: To recognise the influence of emotions on behaviours and discuss factors that influence how people interact. To describe their own and others' contributions to health, safety and wellbeing and to demonstrate skills to work collaboratively.</p> <p>Ultimate Disc</p> <p>Purpose of the Assessment: To demonstrate and refine locomotor skills to solve frisbee challenges. To combine frisbee skills and the elements of movement to participate in a game of ultimate disc.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French</p>	<p>By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as Qu'est-ce que c'est? and Qu'est-ce que tu fais? They share simple ideas and information, express positive and negative feelings (for example, Je suis très contente; Je n'aime pas la pluie) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (for example, Je suis australien et italien; J'habite à Brisbane; Je vais partir demain). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as et and mais, and prepositions such as sous, sur and devant. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, une petite maison, les grands chiens).</p> <p>Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of tenses, gestures, some new sounds such as r and u and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as menu, mousse) and English words used in French (such as le weekend, stop!). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.</p>	<p>Explore and engage:</p> <ul style="list-style-type: none"> ● Explore the use a range of language to discuss and describe a variety of celebrations, such as Carnaval ● Engage with a range of texts about the celebrations of Carnaval in French-speaking countries ● Use French to collaborate in shared tasks, such as craft activities ● Dramatise a Carnaval story ● Participate in intercultural experiences to reflect on similarities and differences between community celebrations in Australia and French-speaking countries. 	<p>How do we celebrate? – Term 2</p> <p>Purpose of Assessment: To listen to and view a text in French and respond to questions. To write a text in French.</p>

