

CURRICULUM OVERVIEW

Exploring language to express opinions Year 3

Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas. Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience. Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.

Building an argument Year 4

Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work. Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting. Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.

Unit 3 Year 3

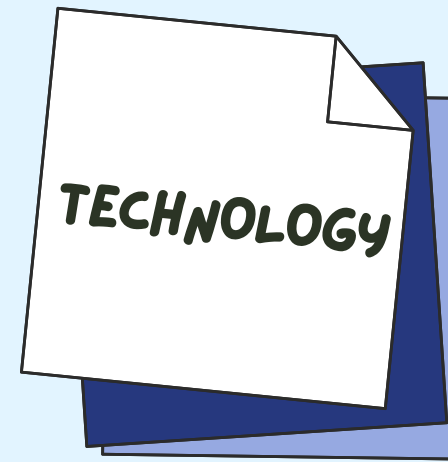
Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations
- communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways
- learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context
- build fluency from understanding by extending and applying their 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 through games and meaningful practice
- use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations
- identify everyday situations when using metric units to measure and compare objects.

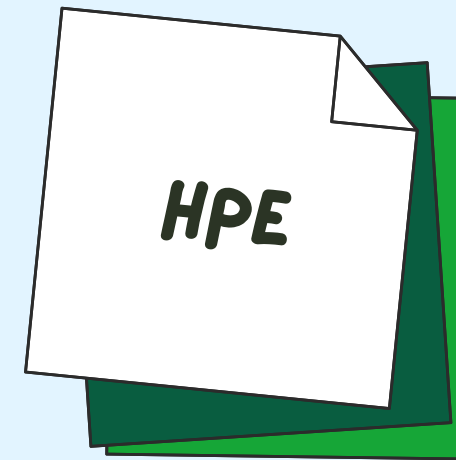
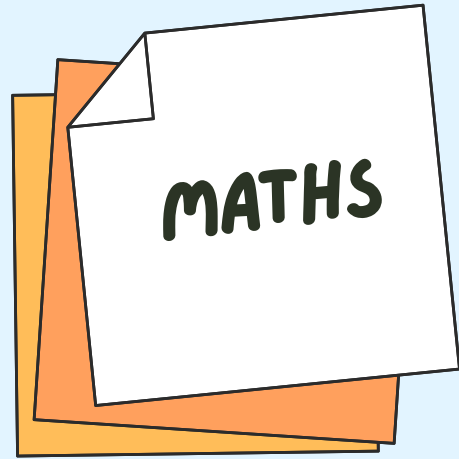
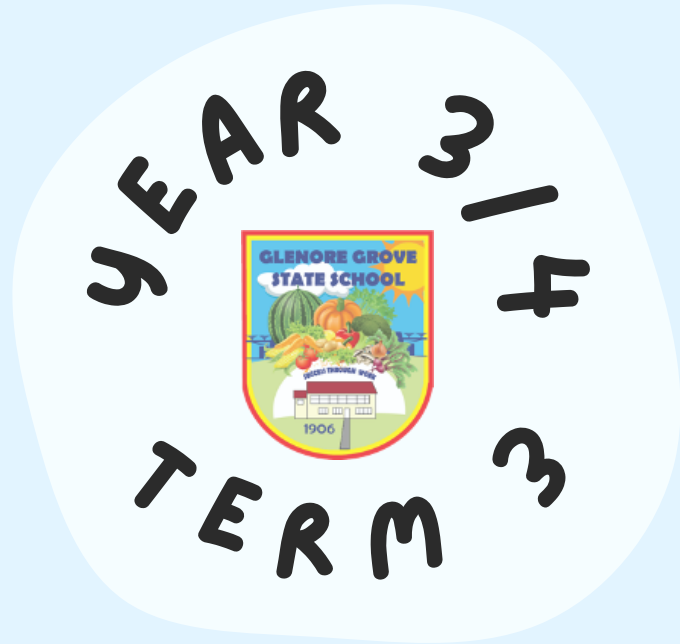
Year 4

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together
- choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations)
- recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials
- measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units
- become aware of the importance of context and purpose when making judgements (for example: reflect on the reasonableness of measurements, the results of calculations and how they choose to represent the mathematics).



What's your waste footprint?
In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced)



**Personal, Social and Community Health
Respectful Interactions**
Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions. Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.

**Movement and Physical Activity
Rugby League Skills**
In this unit, students will refine their rugby league skills, focusing on passing, catching, kicking, and evasion techniques. They will develop a deeper understanding of game strategies, including attacking and defensive play, while practicing teamwork and communication. Students will engage in modified games that encourage tactical thinking, spatial awareness, and decision-making skills. The unit also emphasises the importance of fair play, resilience, and sportsmanship, helping students build confidence and collaboration in a fun and supportive environment.



Spinning Earth
In this unit students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon.

People and Places
Students will explore the characteristics of places from the local to national scale, and how and why places are similar and different.

