

# Bayside P-12 College

## Grade 3-4

Course outlines

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**Year Level: 3/4 (Term 1)**

**SUBJECT: English**

**Sub - Strand: Reading and viewing**

**Sub - Strand: Writing**

**Sub - Strand: Speaking and listening**

**CONTENT:**

**Writing:**

- Create a variety of texts including narratives, recounts and informational texts in combination with integrated studies
- Participate in creating personal goals for writing through writing conferences
- Create complex and simple sentences to express their ideas
- Use commas for listing and creating complex sentences

**Reading and Viewing:**

- Students will read a variety of texts both fictional and non-fiction.
- Students will participate in many reading strategies including shared reading, group reading, reading aloud, independent reading and reading circles.
- Students will participate in creating personal goals for reading through reading conferences.

**Speaking and Listening:**

- Students will use speech to convey their reflections of work.
- Make short presentations to the class
- Following and repeating instructions

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- One on one conferencing
- Group conferencing
- Running records
- Rubric assessment
- Spelling assessment

**Year Level: 3/4 (Term 1)**

**SUBJECT: Mathematics**

**Strand: Measurement and Geometry**

**Strand: Statistics and Probability**

**Strand: Number and Algebra**

**CONTENT:**

**Students will:**

- Learn to use and recall place value up to the 10,000s
- Learn various ways that we can perform addition using both visual aids as well as algebraic formulas
- Learn various ways that we can perform subtraction using both visual aids as well as algebraic formulas
- Further develop an understanding of the link between addition and subtraction
- Understand and interoperate data
- Create and interoperate bar and column graphs
- Create and interoperate tally marks
- Create and analyse pictographs
- Recognise and characterise properties of simple 2d and 3d shapes

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- Maths homework
- Checklists
- Assessment of students work
- Student self-reflections

**Year Level: 3/4 (Term 1)**

**SUBJECT: Integrated Studies**

**Domain: History**

**Domain: Civics and citizenship**

**Domain: The humanities**

**CONTENT:**

**Students will:**

- Create an understanding of the contribution of people from the many culturally diverse groups that make up the Australian community
- Develop an understanding of the diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place and the implications for their daily lives
- During first term students will focus on the Aboriginal people of the past. This will include a study of;
  - The aboriginal flag
  - Acknowledgement of country
  - Hunting techniques
  - Traditional food
  - Ceremonial occasions
  - Aboriginal art forms

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- Checklists
- Assessment of students work
- Student self-reflections
- In class projects both digital and handwritten

**Year Level: 3/4 (Term 2)**

**SUBJECT: English**

**Sub - Strand: Reading and viewing**

**Sub - Strand: Writing**

**Sub - Strand: Speaking and listening**

**CONTENT:**

**Writing:**

- Create a variety of texts including procedural, persuasive poetry texts.
- Participate in creating personal goals for writing through writing conferences
- Create complex and simple sentences to express their ideas
- Build on their vocabulary to aid with writing

**Reading and Viewing:**

- Students will read a variety of texts both fictional and non-fiction.
- Students will participate in many reading strategies including shared reading, group reading, reading aloud, independent reading and reading circles.
- Students will participate in creating personal goals for reading through reading conferences.

**Speaking and Listening:**

- Students will use speech to convey their reflections of work.
- Make short presentations to the class related to their integrated topic
- Following and repeating instructions

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- One on one conferencing
- Group conferencing
- Running records
- Rubric assessment
- Spelling assessment

**Year Level: 3/4 (Term 2)**

**SUBJECT: Mathematics**

**Strand: Measurement and Geometry**

**Strand: Statistics and Probability**

**Strand: Number and Algebra**

**CONTENT:**

**Students will:**

- Recognise basic fraction including  $1/2$ ,  $1/3$ ,  $1/4$ ,  $1/5$ , and  $1/10$
- Recognise decimal equivalents of  $1/2$ ,  $1/3$ ,  $1/4$ ,  $1/5$ , and  $1/10$
- Learn various ways that we can perform multiplication using both visual aids as well as algebraic formulas
- Develop an understanding of the link between multiplication and division
- Discover the link between fractions and division
- Categorising chance events in order of likelihood
- Tell the time using both analogue and digital clocks
- Convert 12 and 24 hour time

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- Maths homework
- Checklists
- Assessment of students work
- Student self-reflections

**Year Level: 3/4 (Term 2)**

**SUBJECT: Integrated Studies**

**Domain: History**

**Domain: Civics and citizenship**

**Domain: The humanities**

### **CONTENT:**

#### **Students will:**

- Investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time
- Begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities
- Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives
- During second term students will focus on national parks of Australia and their importance. This will include a study of;
  - Native flora and fauna
  - The function of a national park
  - Different types of national parks
  - Recreational activities within a national park
  - Dangers to national parks
  - Research into local national parks

### **ASSESSMENT:**

#### **Typically in Year 3/4 we use the following assessments:**

- Checklists
- Assessment of students work
- Student self-reflections
- In class projects both digital and handwritten

**Year Level: 3/4 (Term 3)**

**SUBJECT: English**

**Sub - Strand: Reading and viewing**

**Sub - Strand: Writing**

**Sub - Strand: Speaking and listening**

**CONTENT:**

**Writing:**

- Create a variety of texts including question and answer texts, informational texts and historical narratives in conjunction with their integrated topic.
- Participate in creating personal goals for writing through writing conferences
- Create complex and simple sentences to express their ideas
- Build on their vocabulary to aid with writing
- Learn how to use speech marks within their writing

**Reading and Viewing:**

- Students will read a variety of texts both fictional and non-fiction.
- Students will participate in many reading strategies including shared reading, group reading, reading aloud, independent reading and reading circles.
- Students will participate in creating personal goals for reading through reading conferences.

**Speaking and Listening:**

- Students will use speech to convey their reflections of work.
- Make short presentations to the class related to their integrated topic
- Following and repeating instructions

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- One on one conferencing
- Group conferencing
- Running records
- Rubric assessment
- Spelling assessment



**Year Level: 3/4 (Term 3)**

**SUBJECT: Mathematics**

**Strand: Measurement and Geometry**

**Strand: Statistics and Probability**

**Strand: Number and Algebra**

**CONTENT:**

**Students will:**

- Discover place value from the 100,000 to two decimal places
- Show symmetry in both shapes and nature
- Revisit different strategies to solve number problems including
  - Multiplication strategies
  - Division strategies
  - Addition strategies
  - Subtraction strategies
- Use digital technology to solve number problems
- Revisit the times tables of 3,4,5,6,8 and 10
- Discover the link between fractions and decimal numbers

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- Maths homework
- Checklists
- Assessment of students work
- Student self-reflections

**Year Level: 3/4 (Term 3)**

**SUBJECT: Integrated Studies**

**Domain: History**

**Domain: Civics and citizenship**

**Domain: The humanities**

**CONTENT:**

**Students will:**

- Investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time
- Investigate nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example the Europeans, and the effects of these interactions on, for example families and the environment
- Sequence historical people and events
- Pose a range of questions about the past
- During third term students will focus on the gold rushes of Victoria and its importance. This will include a study of;
  - What gold is
  - Locations within Australia that had gold rushes
  - The effect that gold mining had on the land
  - Various gold mining techniques
  - Who were the miners
  - Important historical figures within gold rush times
  - The effect that the gold rush had on families, government and society
  - The key events that led to the Eureka stockade
  - The Vote being given to miners

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- Checklists
- Assessment of students work
- Student self-reflections
- In class projects both digital and handwritten

**Year Level: 3/4 (Term 4)**

**SUBJECT: English**

**Sub - Strand: Reading and viewing**

**Sub - Strand: Writing**

**Sub - Strand: Speaking and listening**

**CONTENT:**

**Writing:**

- create a variety of texts including informational texts and persuasive text in conjunction with their integrated topic
- look at the structures of both informational and persuasive texts
- participate in creating personal goals for writing through writing conferences
- focusing on paragraphing to arrange their ideas
- build on their vocabulary to aid with writing
- learn how to use speech marks within their writing

**Reading and Viewing:**

- Students will read a variety of texts both fictional and non-fiction.
- Students will participate in many reading strategies including shared reading, group reading, reading aloud, independent reading and reading circles.
- Students will participate in creating personal goals for reading through reading conferences.
- Students will use the F&P levels to inform their reading choices

**Speaking and Listening:**

- Students will use speech to convey their reflections of work.
- Make short presentations to the class related to their integrated topic
- Following and repeating instructions

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- One on one conferencing
- Group conferencing
- Running records
- Rubric assessment
- Spelling assessment

**Year Level: 3/4 (Term 4)**

**SUBJECT: Mathematics**

**Strand: Measurement and Geometry**

**Strand: Statistics and Probability**

**Strand: Number and Algebra**

**CONTENT:**

**Students will:**

- Work in both groups and independently
- Use enquiry based learning to make connections within mathematics
- Discover place value from the 100,000 to two decimal places.
- Identify angles in both shapes and nature
- Revisit different strategies to solve number problems including
  - Multiplication strategies
  - Division strategies
  - Addition strategies
  - Subtraction strategies
- Revisit the times tables of 2 through to 10.
- Discover the link between fractions and decimal numbers and percentages.
- Calculate the area and perimeter of basic shapes
- Apply different units of measurement for calculating area, length, volume and capacity.

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- Maths homework
- Checklists
- Assessment of students work
- Student self-reflections

**Year Level: 3/4 (Term 4)**

**SUBJECT: Integrated Studies**

**Domain: Science**

**Domain: Civics and citizenship**

**Domain: The humanities**

**CONTENT:**

**Students will:**

- Work in both groups and independently using enquiry based learning to make connections within their society
- Investigate how living things can be grouped on the basis of observable features
- Suggest ways to plan and conduct investigations to find answers to questions
- Understand how science knowledge helps people to understand the effect of their actions

During fourth term students will focus on the Human body and healthy habits and their importance. This will include a study of;

- *The food groups*
- *The skeletal system*
- *The organs of the body*
- *Muscular system*
- *How food effects our body*
- *What is it to be healthy*
- *What is it to be unhealthy*

**ASSESSMENT:**

**Typically in Year 3/4 we use the following assessments:**

- Checklists
- Assessment of students work
- Student self-reflections
- In class projects both digital and handwritten

**Year Level:** 3

**SUBJECT:** Health and Physical Education

**DOMAIN:** Physical, personal and social learning – Health and Physical Education

**Dimension:** Movement and physical education

**Dimension:** Health, knowledge and promotion

**CONTENT:**

**MOVEMENT AND PHYSICAL ACTIVITY:** Grade 3 students are to perform a broad range of complex motor skills. They are to demonstrate a wide variety of motor skills in modified sporting situations. Basic game tactics are discussed and demonstrated in play. Students participate regularly in physical activities to improve skill and health, while being able to describe health-related fitness components. They create and perform coordinated movement sequences that contain a range of motor skills and movement patterns. Cooperation and working with others is used to achieve goals in cooperative and competitive sporting games and situations. This involves the concept of fair play, respecting the roles of officials and following safety principles in games and activities. The following activities will be instrumental in developing the above criteria: fitness activities; swimming; athletics; gymnastics; dance; cricket; bat tennis; rounders; badminton; newcombe; netball; AFL/ rugby /soccer.

**HEALTH KNOWLEDGE AND PROMOTION:** Students are to describe the stages of development throughout the human lifespan. Basic concepts of identity and use of simple strategies to maintain and support self-worth are explained by students. Grade 3 students learn to identify basic safety skills and strategies that can be implemented in the home, at school and within the community. Methods for recognising and avoiding harmful situations are described. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. Healthy eating practices are identified along with reasons for people's food choices including physiological, social, cultural and economic.

**ASSESSMENT:**

**Typically in Grade 3 we use the following assessments:**

- Participation
- Peer assessment
- Self-assessment

**Year Level:** 4

**SUBJECT:** Physical Education

**DIMENSION:** Physical, personal and social learning – Health and Physical Education

**Domain:** Movement and Physical Activity

**Domain:** Health, Knowledge and Promotion

**CONTENT:**

Students begin to use more complex manipulative and locomotor skills in a range of movement environments. They are able to discuss and analyse a partner's performance.

Subjects include:

- Fitness
- Swimming
- Athletics
- Newcombe
- Basketball
- Gymnastics
- Rugby
- Soccer
- Bat tennis
- Badminton
- Camp activities

**ASSESSMENT:**

**Typically in Grade 4 we use the following assessments:**

- Participation
- Peer assessment
- Self-reflection

**Year Level:** Grade 3/4

**SUBJECT:** Japanese

**DOMAIN:** Languages

**Dimension:** Communicating in a language other than English

**Dimension:** Intercultural knowledge and language awareness

**CONTENT:**

In Japanese students at this level:

- generate simple original sentences (including expressing likes and dislikes)
- introduce themselves, greet and farewell the teacher, and express thanks and apologies
- respond to simple questions about short songs, stories and rhymes
- recognise some culturally-specific gestures and body language and integrate them into their own oral communications
- demonstrate an understanding of variation in language use, depending on the audience and context.
- practise writing characters and other symbols and develop links between visual cues, sounds and meaning
- recognise fundamental differences between the use of an alphabet, as in English, and a different writing system
- write specific characters associated with particular words or sounds

**ASSESSMENT:**

**Typically in Grade 3/4 we use the following assessments:**

- Participation in games, songs and interactions with others
- Completion of worksheets related to topics studied
- Cultural activities including research projects



**Year Level:** Grade 3 – 4

**SUBJECT:** Drama

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

In Years 3 – 4 students create individual, small-group and whole-class dramatic works based on a range of stimuli such as ideas and feelings drawn from personal experiences and observations. In creating and making their drama, students select and combine elements such as voice, movement, sound effects, language, costume and props. Students also explore dramatic forms like role play and puppetry and refine their work in response to feedback and self-evaluation.

**ASSESSMENT:**

**Typically in Grade 3 – 4 we use the following assessments:**

- Plan, structure and rehearse drama work for presentation
- Self-evaluation
- Peer evaluation

**Year Level:** Grade 3 – 4

**SUBJECT:** Music

**Domain:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

In Years 3 – 4 through performing, listening and composing students will identify the use of music elements such as rhythmic and melodic structure. Students reflect on their own and others performances.

**ASSESSMENT:**

**Typically in Grade 3 – 4 we use the following assessments:**

- Performance
- Aural listening

**Year Level:** Grade 3 and 4

**SUBJECT:** Visual Art

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Responding to the Arts

**CONTENT:**

Students explore how to express ways of seeing and imagining their world, by experimenting with 2D, 3D and 4D art ideas. They will draw on their experience of family, school and the wider community, to make and display visual artworks that represent themselves and others.

They will experiment with techniques, tools and forms to develop skills and refine their art making. Finished artworks will be displayed, and students will compare and describe how different materials are used to create effects.

Students will explore visual art connections with the Asian region, and other world regions, including Aboriginal and Torres Strait Island artworks. They will describe their own and others' artworks through talking and writing about their work and the intentions they used.

**ASSESSMENT:**

**Typically in Years 3 and 4 we use the following assessments:**

- Finished artworks
- Book work
- Discussion