

Bayside P-12 College

Grade 4-5

Course outlines

Year Level: 4/5 (Term 1)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Guided Reading – teacher support to improve vocabulary and comprehension
- Independent reading – focusing on different learning intentions
- Reading various genres to improve understandings and research skills

Writing

- Procedural text
- Poetry
- Informative text

Speaking and Listening

- Class/group discussions
- Presenting work to an audience

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Guided reading materials –literacy/teaching groups
- Self-evaluation/reflection
- Observation
- On demand reading/Naplan Practice/study ladder

Year Level: 4/5 (Term 1)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Measurement and Geometry

Strand: Statistics and Probability

CONTENT:

- The 4 processes - + x ÷
- Automatic/mental response using processes
- Problem solving – stories
- Fractions/decimals/percentages – using catalogues/money/real life situations
- Data – variety of tables, graphs, charts etc to read information
- Constructing own tables, graphs etc by research and collecting data
- Using maths on the laptops to consolidate and extend learning in all areas

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Self-evaluation/reflection
- Observation
- On demand testing/Naplan practice
- Teacher testing

Year Level: 4/5 (Term 1)

SUBJECT: Integrated Studies

Domain: Humanities

Domain: History

CONTENT:

Historical – The Discovery of Australia

- Explorers – Captain Cook and his voyage
- Convicts sent to Australia from England – The Hulks
- A convict's life, problems, issues – positive and negative impact on the establishment on Australia
- Governors in each state
- Squatters/free settlers and settlement of each state
- Aborigines and their impact on the Australian colony
- Bushrangers – research, wanted posters

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Oral presentations/drama
- Discussions, letter writing, research skills
- Projects/posters – individual/pair/group

Year Level: 4/5 (Term 2)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Guided Reading – teacher support to improve vocabulary and comprehension
- Independent reading – focusing on different learning intentions
- Reading various genres to improve understandings and research skills

Writing

- Poetry/limericks/verse
- Persuasive writing
- Research skills – book making

Speaking and Listening

- Oral debates/presentations
- Quiz shows

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Guided reading materials –literacy/teaching groups
- Self-evaluation/reflection
- Observation
- On demand reading/Naplan

Year Level: 4/5 (Term 2)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Measurement and Geometry

Strand: Statistics and Probability

CONTENT:

Number

- The 4 processes - + x ÷
- Automatic/mental response using processes
- Problem solving – stories

Time

- Hands on activities/Year 10 students Paisley visit
- Problem solving timetables, analogue and digital

Money

- Cooperative work – creating shop where early years students purchase items (economics unit)

Naplan Preparation

- Use resources available on line/booklets to prepare students

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Self-evaluation/reflection
- Observation
- On demand testing/Naplan
- Teacher testing

Year Level: 4/5 (Term 2)

SUBJECT: Integrated Studies

Domain: Humanities

Domain: History

Domain: Economics

CONTENT:

Historical – The Gold Rush

- Where/why gold was found
- Who were the miners?
- Problem/difficulties on the gold fields
- Life on the gold fields
- Education on the gold fields
- What did the gold rush do for Australia?

Economics

- Relate to money strand in maths
- Relate to gold rush – problem solving/research activities

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Oral presentations/drama
- Debates
- Projects – individual/pair/group

Year Level: 4/5 (Term 3)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Guided Reading – teacher support to improve vocabulary and comprehension
- Independent reading – focusing on different learning intentions
- Reading various genres to improve understandings and research skills

Writing

- Narratives- historical
- Autobiographies
- Verse

Speaking and Listening

- Oral debates
- Oral presentations

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Self-evaluation/reflection
- Observation
- Rich assessment tasks

Year Level: 4/5 (Term 3)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Measurement and Geometry

CONTENT:

Number

- The 4 processes - + x ÷
- Automatic/mental response using processes
- Problem solving – stories

Capacity/mass

- Hands on activities
- Creative activities e.g. create a perfume bottle
- Problem solving using mass and capacity

Board games

- Cooperative work – create a board game relating to our Migration theme

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Self-evaluation/reflection
- Observation
- On demand testing
- Teacher testing

Year Level: 4/5 (Term 3)

SUBJECT: Integrated Studies

Domain: History

Domain: Geography

Domain: Civics and Citizenship

CONTENT:

History

- Where do our families come from?
- Timeline showing Australia's settlement
- Why/how people come to Australia

Geography

- Where Australia is situated in comparison to the rest of the world
- Comparing regions where people settled in Australia

Civics and Citizenship

- What makes a good citizen?
- How do you become an Australian citizen?
- Activities relate closely to HARMONY DAY events

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Oral presentations/drama
- Debates
- Projects – individual/pair/group

Year Level: 4/5 (Term 4)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Guided Reading – teacher support to improve vocabulary and comprehension
- Independent reading – focusing on different learning intentions
- Reading various genres to improve understandings and research skills

Writing

- Narratives
- Verse/song writing
- Information Communications Technology (ICT)

Speaking and Listening

- Oral presentations
- Musical performances

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Self-evaluation/reflection
- Observation
- Rich assessment tasks

Year Level: 4/5 (Term 4)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Measurement and Geometry

CONTENT:

Number

- The 4 processes - + x ÷
- Automatic/mental response using processes
- Problem solving – stories
- Hands on activities when measuring with a tape measure
- Creative activities- create costumes (group activity)

Economics

- Problem solving with money/conversions

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Self-evaluation/reflection
- Observation
- On demand testing
- Teacher testing

Year Level: 4/5 (Term 4)

SUBJECT: Integrated Studies

Domain: The Arts

Domain: Health and Physical Education

CONTENT:

- Students work independently on a music project using the skills of their choice to maximise learning.
- Students select a range of activities from the following categories - creating, analysing, understanding, applying and remembering.
- Students work towards the end of year Primary Concert in December.

ASSESSMENT:

Typically in Year 4/5 we use the following assessments:

- Musical presentations/drama
- Designs – stage/costume
- Projects – individual/pair/group

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: 5

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 refine their skills and perform them with more precision. They can observe and give constructive feedback to their peers.

Subjects include:

- Fitness
- Swimming
- Volleyball
- Netball
- Basketball
- AFL
- Rugby
- Soccer
- Athletics
- Cricket
- Gymnastics
- Badminton
- Camp activities

Health – Transitions between life stages, puberty, roles and responsibilities, social classifications and “feeling safe”.

ASSESSMENT:

Typically in Grade 5 we use the following assessments:

- Participation
- Peer assessment
- Self-reflection

Year Level: Grade 4/5

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 4/5 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 4/5

SUBJECT: Drama

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Years 4 – 5 students create individual, small-group and whole-class dramatic works in response to stimulus material by investigating sources and generating ideas. In creating and making their drama, students use techniques and processes such as improvisation, collaboration and the structuring of scenes. Students also explore dramatic forms like role play, mime and movement and refine their work in response to feedback and self-evaluation.

ASSESSMENT:

Typically in Grade 4/5 we use the following assessments:

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

Year Level: Grade 4/5

SUBJECT: Music

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Years 4 – 5 using their prior knowledge of music notation, aural skills and music terminology students will identify key features in music such as notation and texture. Students will also demonstrate an increased awareness of a range of musical styles and genres.

ASSESSMENT:

Typically in Grade 4/5 we use the following assessments:

- Performance
- Aural listening
- Written assignment

Year Level: Grade 4/5

SUBJECT: Visual Art

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Responding to the Arts

CONTENT:

Students will use a variety of processes and materials to create artworks which develop skills and explore visual arts ideas. They will also use different artistic concepts, for example, colour, tone, light, scale and abstract, in the interpretation of subject matter.

Students will view and respond to Australian Indigenous and international visual arts, including the Asian region. They will also investigate values and meanings in their own and others' artworks. They will discuss how artworks may be interpreted in different ways, including cultural, social and environmental factors.

Artworks will be displayed, and students will reflect upon, refine and document their ideas and processes. They will compare and contrast their own and others' artworks using visual arts terminology.

ASSESSMENT:

Typically in Years 4/5 we use the following assessments:

- Folio work
- Book work
- Discussion

Year Level: 4

SUBJECT: Science

Strand: Science understanding

Strand: Science as a human endeavour

Strand: Science inquiry skills

CONTENT:

In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include noncontact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

ASSESSMENT:

Typically in Year 4 we use the following assessments:

- Observations
- Investigations
- Assignments

Year Level: 5

SUBJECT: Science

Strand: Science understanding

Strand: Science as a human endeavour

Strand: Science inquiry skills

CONTENT:

In Year 5, students are introduced to cause and effect relationships that relate to form and function through an exploration of adaptations of living things. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

ASSESSMENT:

Typically in Year 5 we use the following assessments:

- Observations
- Investigations
- Assignments