Year 4: Australian National Curriculum

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LNOUMOE	Language variation & change Understand the Standard Australies English in one may soot allestors set in Australia, and that which originated in England it has been influenced by manyother languages. Language for social interaction lethors the will be propriet part of the company of the com		ctions influence the as and respond to loring and clarifying zing students' own	Evaluative language Understand differences between the language of opinion and feeling and the language of tectual reporting or recording		Purpose, audience & structures of different types of texts Understand how texts vary in complexity and technically depending on the approach to the topic, the purpose and the intended audience		Text cohesion Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives		Punctuation Recognise how quotation marks in texts to signal dialogue, till quoted (direct) speech	are used Identify	Concepts of print & screen eatures of online texts that enhance lity including text, navigation, links, graphics and layout	Sentence & clause level grammar Understand that the meaning of sentences can be enriched through the use of expanded noun groupsiphrases and verb groupsiphrases and prepositional phrases
LANGUAGE	Word level grammar Understand how adverth groups (phrase and prepositions) phrases work in different ways to provide crommatide deals about an activity Line of the deals about an activity Word of the deals about an activity Word of the deals about an activity		Vocabulary Incorporate new vocabulary from a range of sources into students' own tests including vocabulary encountered in research		Spelling Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters		Spelling Recognise homophones and know how to use context to identify correct spelling		LITERATURE	situ: Make co	this reflect the context of culture & ation in which they are created the cities between the ways different is may represent similar storylines, ideas and relationships	Personal responses to the ideas characters and viewpoints in texts Discuss literary experiences with others, sharing responses and expressing a point of view	
	Texts & the contexts in which they are used lidentify and expinal nayage features of texts from order free and compare with the vocabulary, images, typout and context of contemporary texts.		Listening & speaking interactions Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as time, pace, pitch and volume to speak clearly and coherently		Oral presentations Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences		Purpose & audience Identify characteristic features used in imaginative, informative and persuactive texts to meet the purpose of the text		Expressing preferences & every texts Use metalanguage to describe to of ideas, text structures and la features of literary texts	iluating Discuss te effects stories hold tec	Features of literary texts show authors and illustrators make exciting, moving and absorbing and readers' interest by using various hinques, for example character levelopment and plot tension	Language devices in literary texts (including figurative language) Understand, interpret and experiment with a range of devices and seliberate word play in poetry and other literary texts, for example nomenoe words, spoonerisms, neologisms and puns	
LITERACY	Reading processes and different type of text by combining concludating energy and processes Use comprehension strategies Use comprehension strategies bythosis broadeling state processing includings, for sensing monitoring interrupting cross checking and minimum evaluating tous checking and minimum evaluating tous		Creating texts Plan, draft and publish imaginative, informative and persussive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features		Editing Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure		Write using clearly-formed joined letters,		Use of software Use a range of software includ processing programs to constr and publish written text, and se and place visual, print and a elements	act, edit ect, edit	Creating literary texts literary texts that explore students' an experiences and imagining	Experimentation & adaptation Create literary texts by developing storyfnes, characters and settings	
PROFICIENCY STRANDS	Understanding	Fluency	Problem	Solving	Reasoning		EMATICS oficiency strands de						ficiency strands apply to every content
	Number and Place Value Reco	ognise, represent and order imbers to at least tens of	Apply place value to earrange and regroup it least tens of thousan calculations and solve	o partition, Investigate no numbers to sequences in not to assist multiples of 3,4	umber Recall mu	iltiplication facts up 10 and related vision facts	Develop efficient ment strategies and use app technologies for multipl division where there is	al and written ropriate digital Inve	tron, they indicate ractions and Decimal estigate equivalent fract used in contexts	s Count by quarters	halves and thirds, umerals. Locate and	Recognise that the place value sy can be extended to tenths and hundredths. Make connections bet fractions and decimal notation	tem Money and Financial Mathematics Solve problems involving purchases and the
NUMBER & ALGEBRA	Explore and describe number nu	Patterns and Algebra Solve word problems by using plore and describe number number sentences involving addition and involving addition an		subtraction	Chance Chance Describe possible everyday		Identify everyday ever cannot happen if the o	Identify events where the chance		y the Select and trial r	ethods for data urvey questions and	Construct suitable data displays, with and without the use of digital technologies, from there or collected data. Include tables column process and nicture process where one	
MEASUREMENT & GEOMETRY		Use scaled instruments to compare objects using familiar convert between using familiar Convert between using familiar		nits of time and solve sim	Use am and pm notation and solve simple time problems Shap Compare the regular and irreg by informal		he areas of shapes that result from comegular shapes splitting common shapes,		mbining and Use simple scales, legends and s, with and directions to interpret information		atterns, pictures and without digital logies	Geometric Reasoning Compare angles and classify ther equal to, greater than or less tha	
	temperatures			p. carcon	by in			l technologies (contained in basic map	i iiii	ogus	right angle	tundenty
SCIENCE UNDERSTANDING	Biological Living things Living things, in have life cycles on each other	Sciences cluding plants and animals, de er and the environment to surv	vive of physic	Chemical Sciences and processed materials hav ical properties which influence	re a range Earth's	SCI Earth and Space	IENCE De Sciences Over time as a result and human activity	Physic Forces can be exerter through direct con	al Sciences d by one object on a ntact or from a distan	nother ENDEAVOUR	HUMAN Na Scie de	right angle ture and Development of Scien nce involves making predictions scribing patterns and relationship	ce Use and Influences of Science and Science knowledge helps people to s understand the effect of their actions
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Visual literacy prompts every day with random scenes /images on Interactive whiteboard at check in: Prompt questions:

Think about three questions:

- What is going on in this picture
- What do you see that says that?
- What more can you find/ see?

Once the group are confident get a student to choose an image each day and choose an Inquiry question with more depth.

Inquiry:

1. Close your eyes. Imagine a beautiful scene in Australia. A really calm, fresh, memorable scene. Create it. Using any art materials you can find. Take some time to draw, colour, create it. It can be in the country, in the bush on a farm, in the forest, in a town or the city, anywhere. Use your imagination. You have ½ hour to create this.

In Australia.... anywhere.





A beautiful sceme





October 2017

2. Talk to your classmates about your beautiful scene.

Think about WWWWW and H.

Where is it in Australia? Who lives there? What is happening? What season is it? Are there birds or animals? People? What sounds could be heard? What time of day? Describe your scene in beautiful language.

3. Now... think of your beautiful scene being utterly destroyed... completely. Take a breath!

Draw the scene again but make it a devastating mess... use your imagination again. Look at your beautiful picture and destroy the scene. Take ½ hour to create this scene with your colours/ paint crayons pens. Create a list of 20 words that go with your scene that has been destroyed. e.g Upside down, topsy turvey, burnt, drowned, flooded, singed, destroyed, crushed, slammed etc.,

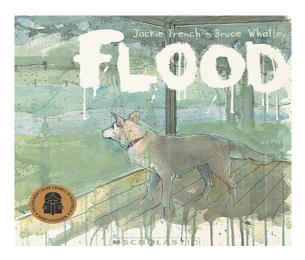
- 4. Put your beautiful scene alongside the next image that you created of it destroyed. What has happened here? What has occurred in between these scenes? Use your imagination again. Talk about it with your colleague.
- 5. Think about what has occurred to your beautiful scene. Start thinking about a series of 6/7 events that led to that final scene. Backward map. What happened? Was there a fire? Did the scene flood? What about a tsunami? How did it all begin? Where did it start and how did the disaster unfold? What happened first? Then?
- 6. Choose a location in Australia for your disaster: Map it. Find out a little bit more about the location.
- 7. Define a Natural disaster: What is it?

Then look at your art creations and identify what natural disaster has taken place? 8. This is where you will have to start your research.....in pictures and words. So, your inquiry might be:

"How does a Bushfire disaster start?" OR "What causes a flooding disaster?" OR What is the impact of a Natural disaster on the environment and the life surrounding it? OR...

9. Read the texts Fire and Flood by Jackie French and Bruce Whatley





Think about the descriptive language that she uses to describe both fire and floods. Think about the images that Bruce creates to record the stories in such a simple uncomplicated way.....using a dog. How does he use the dog in Flood to tell the story?

October 2017

Listen to the poem by Dorothea Mackeller written in 1905: 'My country': verses 2,3,4and 5

I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror The wide brown land for me!

A stark white ring-barked forest All tragic to the moon, The sapphire-misted mountains, The hot gold hush of noon. Green tangle of the brushes, Where lithe lianas coil, And orchids deck the tree-tops And ferns the warm dark soil.

Core of my heart, my country! Her pitiless blue sky, When sick at heart, around us, We see the cattle die -But then the grey clouds gather, And we can bless again The drumming of an army, The steady, soaking rain.

Core of my heart, my country! Land of the Rainbow Gold, For flood and fire and famine, She pays us back threefold -Over the thirsty paddocks, Watch, after many days, The filmy veil of greenness That thickens as we gaze.

8. Effect on the environment. Think about the natural characteristics of the environment you have chosen......What did the event impact upon?

Flood	Bushfire

9. Think about what signals the wildlife would have had that a disaster was looming.
What could they be? Are there any natural signals that we as humans may not notice?
How do the wildlife prepare?

Can they?
Do they?
What do you think?
What about the forests

October 2017

Go back to your beautiful scene. Think hard about what might have occurred first in the unfolding of the disaster?

10. What happens during the duration of the fire / flood?

Where do the animals go?

What about the trees/bushes/plants?

What can they do to ensure that they are not wiped out... can they regenerate? {The story of the seed...through a bushfire? Life cycle of a plant?}

11. Tell the story of the bushfire or the flood from your beautiful scene to the devastation on page 8 in 6 frames... perhaps in 6 different mediums.

12. After the event: What happens next?

How do the humans feel??

What do they need?

Stories of human endeavor are everywhere as a result of a Natural disaster. Ask people if they know some of these stories... Create some interview questions.

13. Ask the Emergency response people to come in to talk. What questions will you ask?

What is needed afterwards....make a list.

Cleanup of the mess...power? water? food? safety, a bed?

14. Think about environments for people, wildlife..... what do they need to rebuild??

15. What help is needed?.. Who provides this help?

What agencies would become involved?..... What can you find out about Non-profit organizations that provide support after Natural disasters.







