

**OXENFORD STATE SCHOOL YEAR 3&4 CURRICULUM OVERVIEW 2024**

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	<p><b>The World's Worst Children</b></p> <p>Students read and view a range of humorous stories. They comprehend the main idea and messages of the narratives. Students will write their own World's Worst Child story by designing the character and story for the 11th World's Worst Child using some of the ideas and techniques they have explored.</p>	<p><b>Famous Times in History</b></p> <p>Students read and view a range of historical recounts, diaries and information texts about Australian settlement and or important celebrations in history. Students in Year 4 create a spoken text as a convict or officer of the British army. Students in Year 3 create a spoken text explaining why we remember Anzac Day.</p>	<p><b>Charlotte's Web</b></p> <p>Students read, view and comprehend a range of short stories. As a class, Charlotte's Web is studied to explore interpersonal relationships and friendship. Students create a series of written and multi modal responses at key junctures in the text.</p>	<p><b>Be Convinced</b></p> <p>Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p>
	<p><b>Narrative – Writing</b> Year 3: Students will examine imaginative texts by exploring text structure, language choices and visual features used to suit context, purpose and audience.  Year 4: Students will investigate author's language choices and visual features used to suit context, purpose and audience.</p> <p><b>Reading</b> Reading interview.</p>	<p><b>Historical Recounts – Spoken</b> Year 3: Students 'present' a report about Anzac Day. Year 4: Students 'present' a monologue as a member of the First Fleet.'</p> <p><b>Written</b> Year 3: Students create a report for their presentation. Year 4: Students create a script for their spoken text.</p> <p><b>Reading</b> Year 3: Students read and comprehend an extract about ANZAC Day. Year 4: Students read and comprehend an extract about Eliza Bird.</p>	<p><b>Written</b> Year 3: A collection of responses to events in the text Year 4: A collection of responses to events in the text</p> <p><b>Reading</b> Reading interview.</p>	<p><b>Written</b> Year 3: Students will create a persuasive text to persuade the teacher to have a class pet. Year 4: Student will create a persuasive text convincing their peers to buy their product and or 'merc'.</p> <p><b>Spoken</b> Year 3: Read Class Pet out Year 4: Students create an advertisement for their products</p> <p><b>Reading</b> Reading comprehension.</p>
MATHEMATICS	<p><b>Number</b> Year 3: Representing, adding and subtracting numbers Year 4: Using the properties of odd and even numbers</p> <p><b>Chance and Data</b> Year 3: Conducting a simple chance experiment and interpreting data Year 4: Identifying and explaining chance events</p>	<p><b>Number</b> Year 3: Recalling multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions Year 4: Recognising and locating fractions</p> <p><b>Measurement and Geometry</b> Year 3: Measure and compare objects using metric units for length, mass and capacity Year 4: Length and Area</p>	<p><b>Data</b> Year 3: Collecting and Analysing Data Sets Year 4: Collecting and Analysing Data Sets</p> <p><b>Number</b> Year 3: Patterning and connecting addition and subtraction Year 4: Connecting decimals and fractions</p> <p><b>Measurement</b> Year 3: Tell time to the nearest minute and solve problems involving time. Year 4: Time units and duration</p>	<p><b>Number</b> Year 3: Change from money transactions Year 4: Solving money problems</p> <p><b>Measurement and Geometry</b> Year 3: Angles and Symmetry Year 4: Angles and Symmetry</p>

	Earth and Space Sciences	Chemical Sciences	Biological Sciences	Physical Sciences	
SCIENCE	<p><b>Beneath our feet – Year 3 and 4</b> We live in a world that is constantly changing. Even things that might be considered immovable such as mountains or rocks are gradually changing. Students will create miniature landscapes to explore the impacts of natural processes and human activity.</p>	<p><b>Package it better – Year 3 and 4</b> Everyday, more and more packages are being sent around the world. In the context of design, students will explore the properties of materials that make them suitable for packaging, and construct a package strong enough to protect a fragile gift.</p>	<p><b>Among the gum trees – Year 3 and 4</b> Give me a home among the gum trees, with koalas and honey bees. In this unit students will find out about the life cycle of Australia's majestic eucalypts and the animals that depend on them.</p>	<p><b>Magnetic Moves – Year 3 and 4</b> Can you feel the pull? It's like an invisible force. It's magnetic! In this unit, students will explore magnets and the force fields they create. Investigate what is attracted to magnets and how far a magnetic field extends. Apply understanding to design and create a game that uses magnetic forces.</p>	
HASS	<p><b>Unit 1: Celebrations and Commemorations (Year 3):</b></p> <p><b>Our unique communities</b> Students conduct an inquiry to answer the following inquiry questions:</p> <ul style="list-style-type: none"> <li>How do symbols, events, individuals and places in my community make it unique?</li> <li>How do people contribute to their communities, past and present?</li> <li>What events do different people and groups celebrate and commemorate and what does this tell us about our communities?</li> </ul> <p><b>Unit 1: Australia before, during and after European settlement (Year 4):</b></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of <i>terra nullius</i>.</li> <li>analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment</li> <li>make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia</li> <li>investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>examine the purpose of laws and distinguish between rules and laws</li> <li>explore the diversity of different groups in their local community</li> <li>consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul>		<p><b>Unit 2: Comparing Places(Year 3):</b></p> <p>In this unit students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <li><b>How and why are places similar and different?</b></li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>identify connections between people and the characteristics of places</li> <li>describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li> <li>interpret data to identify and describe simple distributions and draw simple conclusions</li> <li>record and represent data in different formats, including labelled maps using basic cartographic conventions</li> <li>describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li> <li>explain the role of rules in their community and share their views on an issue related to rule-making, communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul> <p><b>Unit 2: Using places sustainably (Year 4):</b></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>explore the concept of 'place' with a focus on Africa and South America</li> <li>describe the relative location of places at a national scale</li> <li>identify how places are characterised by their environments</li> <li>describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments</li> <li>propose actions for caring for the environment and meeting the needs of people.</li> </ul>		

<p><b>Year 3 Range of Tasks- Portfolio</b> Students collect evidence in a portfolio of activities</p> <p><b>Year 4 Assessment task - Australia before, during and after European settlement Portfolio</b> Students explain aspects of life in Australia, before, during and after European settlement.</p>	<p><b>Year 3 Assessment Comparing Zoos</b> Students identify, describe and interpret data about two Australian zoos and one international zoo (San Diego) and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. Collection of work – on Poster</p> <p><b>Year 4 Assessment task - Using places sustainably Report</b> Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>
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<p><b>HEALTH</b></p> <p><b>Unit 2: Culture in Australia: Positive interactions</b> In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p>	<p><b>HEALTH</b></p> <p><b>Unit 4: I am healthy and active</b> In this unit, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p>
<p><b>PHYSICAL EDUCATION</b></p> <p><b>Take your Marks, get set, play! (Year 3)</b> <i>Based on C2C Health and Physical Education (Movement) Unit 2</i> In this unit, students develop the fundamental movement skills of running, jumping and throwing. Students are explicitly taught specialised movement skills in the context of School Cross Country and Athletics Programs.</p> <p><b>Athletic Spectacle (Year 4)</b> Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Having a Ball (Year 3)</b> <i>Based on C2C Health and Physical Education (Movement) Unit 3</i> In this unit, students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement challenges. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 newcombe, cricket and AFL.</p> <p><b>Bat, catch, howzat! (Year 4)</b> Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games</p>
<p><b>MUSIC</b></p> <p><b>Unit 3: Musical Characters and Action</b> In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. <b>Assessment</b> will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression</li> <li>collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas</li> <li>describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition.</li> </ul>	<p><b>MUSIC</b></p> <p><b>Unit 1: Let's Celebrate, Let's Remember (Year 3 and 4)</b> In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. <b>Assessment</b> will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>communicate about the music they listen to, make and perform, and where and why people make music</li> <li>improvise, compose, and arrange music</li> <li>perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play</li> </ul>

	<p><b>DRAMA</b></p> <p>Year 3 – Students will create a play about ANZAC Day.  Year 4 – Students will dress up as convicts and create a script for a spoken text.</p>	<p><b>VISUAL ARTS</b></p> <p>Year 3 and Year 4  Students will study the elements of art and design and create individual pieces of art exploring an environment theme.</p>
<p><b>TECHNOLOGIES</b></p>	<p><b>TECHNOLOGIES</b></p> <p>Year 3 and Year 4  Students will design, make and appraise a package for a particular need. Linked to the Chemical Science unit.</p> <p><b>Assessment</b>  Student Portfolio</p>	<p><b>TECHNOLOGIES</b></p> <p>Year 3 and Year 4  Students will participate in the CSIRO Bebras Competition - Bebras Computational Thinking Challenge.</p> <p><a href="https://www.csiro.au/en/education/programs/digital-careers/bebras">https://www.csiro.au/en/education/programs/digital-careers/bebras</a></p>