

Grade 3/4	Term 1 (Even)	
<u>Whole School Events</u> • Learning to Learn • Easter/Lent Liturgies • School Sports • Reconciliation (Yr 3&4) • Swimming Year(5&6) • Camp Year 5&6	<u>Level Events</u>	<u>Religious Education</u> • Followers of Jesus • Jesus Models Forgiveness • How Do We Prepare for Easter
<u>'Learning to Learn'</u> <u>Inquiry Standards</u> <u>Personal & Social Capability</u> By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. <u>Sustainability Link</u> 'Setting Up For Success' - Classroom waste management. Reduce, Reuse, Recycle. <u>'Law & Order'</u> <u>Inquiry Standards</u> <u>Civics and Citizenship</u> By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging.		

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<u>Whole School Events</u> • Learning to Learn • Easter/Lent Liturgies • School Sports • Reconciliation (Yr 3&4) • Swimming Year(5&6) • Camp Year 5&6	<u>Level Events</u> • Learning to Learn (Safety) • Literacy Interviews • Bike Ed • Preparation for Camp	<u>Religious Education</u> • We Can Pray in Different Ways • Lent
<u>'Learning to Learn'</u> <u>Inquiry Standards</u> <u>Personal & Social Capability</u> By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. <u>Sustainability Link</u> 'Setting Up For Success' - Classroom waste management. Reduce, Reuse, Recycle. <u>'Super Citizens'</u> <u>Inquiry Standards</u> <u>Civics and Citizenship</u> By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging. <u>Sustainability Link</u> • Sustainability Festival in February • Clean Up Australia Day		

Grade 3/4	Term 2 (Even)	
<u>Whole School Events</u> - Confirmation Yr 2 - Pentecost Liturgy - Cross Country	<u>Level Events</u>	<u>Religious Education</u> - Jesus Helps Me Choose - Pentecost
‘Community & Remembrance’ ‘First Contacts’ <u>Inquiry Standards</u> History By the end of Level 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences and perspectives of an individual or group over time. They recognise the significance of events in bringing about change. Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. They identify sources (written, physical, visual, oral), and locate information about their origin and content features. They describe perspectives of people from the past and recognise different points of view. Students create a narrative or description which explains continuity and change and cause and effect using historical terms. Sustainability Link Indigenous link to local wetlands - Tower Hill, Point Richie, Hopkins River		

Grade 3/4	Term 2 (Odd)	
<u>Whole School Events</u> • Confirmation Yr 2 • Pentecost Liturgy • Cross Country • Camp Year 3&4	<u>Level Events</u> • Camp – Port Fairy • Bike Ed.	<u>Religious Education</u> • How Do We Prepare for Easter • God’s Holy Word • Celebrating the Gifts of the Spirit
<u>‘Geography’</u> <u>Inquiry Standards</u> Geography By the end of Level 4, students identify and describe spatial characteristics, and the characteristics of places and environments at a range of scales. They identify and explain interconnections and identify and describe locations, including Australia’s neighbouring countries and Africa and South America. They identify responses to a geographical challenge and the expected effects. They collect and record relevant geographical data and information and represent data and information in tables, simple graphs and maps of appropriate scale that conform to cartographic conventions. They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions. Sustainability Link • Natural Disasters • Climate Change		

Grade 3/4	Term 3 (Even)	
<u>Whole School Events</u> • Book Week • Eucharist Yr 3 • Mary MacKillop Aug 8th • Feast of the Assumption Aug 15th • St Pius X Aug 21st • Swimming Year 1&2	<u>Level Events</u>	<u>Religious Education</u> • Sacraments of Initiation – Eucharist • Circle of Life
<u>‘Package It Better’</u> <u>Inquiry Standards</u> Science By the end of Level 4, students explain the effects of Earth’s rotation on its axis. They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. They explain how heat is involved in changes of state between solid and liquid. They link the observable properties of materials to their use. They discuss how natural and human processes cause changes to Earth’s surface. They use contact and non-contact forces to describe interactions between objects. They describe structural features common to living things and describe relationships that assist the survival of living things. They explain how the key stages in the life cycle of a plant or animal relate to growth and species survival. They describe how they use science investigations to identify patterns and respond to questions. They describe situations where science understanding can influence their own and others’ actions. Students follow instructions to identify questions that they can investigate about familiar contexts and predict likely outcomes from these investigations. They discuss ways to conduct investigations and suggest why their methods were fair or not. They safely use equipment to make and record formal measurements and observations. They use provided tables and simple column graphs to organise and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They use diagrams and complete simple reports to communicate their methods and findings. Design Technology By the end of Level 4 students explain how solutions are designed to best meet needs of the communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. <u>‘Sweet Art’</u> <u>Inquiry Standards</u> Visual Art By the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks. Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures. They discuss and evaluate the art making processes, materials and techniques they use to express their ideas.		

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<u>Whole School Events</u> • 2013 Term 3 Whole School Events • Book Week • Eucharist Yr 3 • Mary MacKillop Aug 8th • Feast of the Assumption Aug 15th • St Pius X Aug 21st • School Musical • Swimming Year 1&2	<u>Level Events</u> • Swimming • School Musical	<u>Religious Education</u> • Sacraments of Initiation- Eucharist • Reaching Out
<u>'Smooth Moves'</u> <u>Inquiry Standards</u> Science By the end of Level 4, students explain the effects of Earth's rotation on its axis. They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. They explain how heat is involved in changes of state between solid and liquid. They link the observable properties of materials to their use. They discuss how natural and human processes cause changes to Earth's surface. They use contact and non-contact forces to describe interactions between objects. They describe structural features common to living things and describe relationships that assist the survival of living things. They explain how the key stages in the life cycle of a plant or animal relate to growth and species survival. They describe how they use science investigations to identify patterns and respond to questions. They describe situations where science understanding can influence their own and others' actions. Students follow instructions to identify questions that they can investigate about familiar contexts and predict likely outcomes from these investigations. They discuss ways to conduct investigations and suggest why their methods were fair or not. They safely use equipment to make and record formal measurements and observations. They use provided tables and simple column graphs to organise and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They use diagrams and complete simple reports to communicate their methods and findings. Design Technology By the end of Level 4 students explain how solutions are designed to best meet needs of the communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. 'The Lion King' Inquiry Standards The Arts Dance By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus. Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions. Drama By the end of Level 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama. Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. Music By the end of Level 4, students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions. Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.		

Grade 3/4	Term 4 (Even)	
<u>Whole School Events</u> • Mission Week • Christmas Carols Night • Transition • Pastoral Care Days x 1 • Pastoral Care Day (Christmas Picnic)	<u>Level Events</u>	<u>Religious Education</u> • Serving Others • Christmas, The Promise Fulfilled
<u>'Feed Me!'</u> <u>Growing Food & Designing Planter Boxes.</u> <u>Inquiry Standards</u> Technology By the end of Level 4 students explain how solutions are designed to best meet needs of the communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. Sustainability Link • Food garden.		

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<u>Whole School Events</u> ● Mission Week ● Christmas Carols Night ● Transition ● Pastoral Care Days x 1 ● Pastoral Care Day (Christmas Picnic)	<u>Level Events</u>	<u>Religious Education</u> ● Reaching Out ● Message of Joy and Peace
<u>'Healthy Me'</u> <u>Inquiry Standards</u> Design Technology By the end of Level 4 students explain how solutions are designed to best meet needs of the communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. Health and Physical Education By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing. Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. Sustainability Link ● Nude Food ● Food Garden		