

Domain/Program (annual hours)	Focus	Time allocation (hours)	Term 1	Term 2	Term 3	Term 4
English 320 hours	Writing	120	<p>Year 3 Expositions and Recounts Year 4 Recount, Imaginative Recount, Information Report, Persuasive</p> <p>Text structure and organisation' Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p>Expressing and developing ideas Multiple genre approach Partner talk, turn and talk classroom norms. Writing seeds</p> <p>Phonics and word knowledge Sound waves.</p> <p>Creating literature VCOP procedures WOW write Independent Sustained Writing Editing strategies</p> <p>Creating Texts Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p>	<p>Year 3 Narratives and procedures. Scientific reports. Year 4 Procedure, explanation, persuasive</p> <p>Text structure and organisation' Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p>Expressing and developing ideas Multiple genre approach Partner talk, turn and talk classroom norms. Writing seeds</p> <p>Phonics and word knowledge Sound waves.</p> <p>Creating literature VCOP procedures WOW write Independent Sustained Writing Editing strategies</p> <p>Creating Texts Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p>	<p>Year 3 Information Reports, Poetry/ Personal writing Year 4 Recount, Imaginative recount, narrative</p> <p>Text structure and organisation' Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p>Expressing and developing ideas Multiple genre approach Partner talk, turn and talk classroom norms. Writing seeds</p> <p>Phonics and word knowledge Sound waves.</p> <p>Creating literature VCOP procedures WOW write Independent Sustained Writing Editing strategies</p> <p>Creating Texts Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p>	<p>Year 3 Explanations and personal writing. Year 4 Persuasive, Explanation Report, Procedure (Scientific method)</p> <p>Text structure and organisation' Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p>Expressing and developing ideas Multiple genre approach Partner talk, turn and talk classroom norms. Writing seeds</p> <p>Phonics and word knowledge Sound waves.</p> <p>Creating literature VCOP procedures WOW write Independent Sustained Writing Editing strategies</p> <p>Creating Texts Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p> <p>Year 4 Effective Writing Strategies/Devices Debates with focus on vocabulary enrichment Audience awareness Text structure Developing ideas Genre specific devices Vocabulary development Text cohesion Paragraphing Punctuation and spelling</p>
	Reading and Viewing	125	<p>Year 3</p> <p>Text structure and organisation Directionality Tracking Chunking Re-Reading Self-Correction Meaning Cues</p> <p>Expressing and developing Ideas Structure Cues Picture Cues</p> <p>Examining Literature Questioning</p> <p>Responding to literature Making Connections Activating Prior Knowledge</p> <p>Interpreting, analysing, evaluating</p>	<p>Year 3</p> <p>Text structure and organisation Reading On Skipping Predicting Words Re-Reading</p> <p>Expressing and developing Ideas Structure Cues Picture Cues</p> <p>Phonics and word knowledge Self-Correction Word Analogy</p> <p>Interpreting, analysing, evaluating Retelling/Summarising Locating Important Facts Evaluating</p>	<p>Year 3</p> <p>Text structure and organisation Meaning Cues Structure Cues Reading On Re-Reading</p> <p>Expressing and developing Ideas Structure Cues Picture Cues</p> <p>Phonics and word knowledge Chunking Self-Correction</p> <p>Examining Literature Questioning</p> <p>Interpreting, analysing, evaluating</p>	<p>Year 3</p> <p>Phonics and word knowledge Word Analogy (sion -tion -ong/ang/ing) Self Correction Re-reading</p> <p>Expressing and developing Ideas Structure Cues Picture Cues</p> <p>Interpreting, analysing, evaluating Synthesising Inferring</p> <p>Examining Literature Locating Important Facts (Fiction & Non-Fiction) Main Idea(Fiction & Non-Fiction)</p>

			<p>Visualising Making Predictions Retelling</p> <p>Year 4 Punctuation Capital letters, full stops, question marks, exclamation marks, apostrophes and ellipses. Reading Strategies Self correction, re-reading, predication, chunking, directionality, picture clues and word analogy. Comprehension Strategies Prior knowledge, making connections, visualising, inferring and summarising.</p>	<p>Texts in context Inferring</p> <p>Year 4 Punctuation Speech marks, paragraphs, apostrophes of possession and commas. Reading Strategies Fluency, pacing, phrasing, expression, using meaning cues, word matching, sounding out and using blends. Comprehension Strategies Probe - evaluation and vocabulary, retell, determining important facts, main idea, evaluation and synthesizing</p>	<p>Making Connections Retelling</p> <p>Texts in context Synthesising Main idea</p> <p>Year 4 Punctuation Paragraphs, colons, semicolons, brackets, commas, speech marks. Reading Strategies Sounding out, blending, re-reading, reading on, using expression and syllables. Comprehension Strategies Inferring, main idea, synthesizing, reorganising and questioning.</p>	<p>Year 4 Punctuation Comma, Speech marks, Apostrophes</p> <p>Reading Strategies Sounding out, blending, finding smaller words, read on, re-read, predicting words, chunking, visual cues and punctuation for expression. Comprehension Strategies Main idea, synthesizing, inferring, questioning, summarizing and visualization.</p>
Speaking and Listening	25	<p>Language variation and change Understanding the differences between English and other languages</p> <p>Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p>Language for interaction Social interaction skills including: Turn-taking Addressing people in varying formalities Expressing opinions</p> <p>Literature and context Discussing and responding to texts: Discussing the portrayal of characters, events and settings Exploring the ways that the same story can be told in many cultures,</p> <p>Interacting with others Targeted turn and talk with peers Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback</p> <p>Yr 4 Something Special About Me talks, Circle Time and Think Pair Share activities.</p>	<p>Language variation and change Understanding the differences between English and other languages</p> <p>Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p>Language for interaction Contributing to discussions Negotiating</p> <p>Literature and context Asking questions Summarising Encouragement Clarifying Reflecting Reacting</p> <p>Interacting with others Using appropriate tone, pace, pitch and volume Planning and delivering presentations Interacting with others Targeted turn and talk with peers Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback</p> <p>Yr 4 Book Reviews, Rolle-plays and Family Forum practise</p>	<p>Language variation and change Understanding the differences between English and other languages</p> <p>Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p>Interacting with others Contributing to discussions Negotiating</p> <p>Literature and context Exploring the ways that the same story can be told in many cultures,</p> <p>Language for interaction Planning and delivering presentations</p> <p>Interacting with others Targeted turn and talk with peers Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback</p>	<p>Language variation and change Understanding the differences between English and other languages</p> <p>Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p>Literature and context Asking questions Summarising Encouragement Clarifying Reflecting Reacting</p> <p>Interacting with others Using appropriate tone, pace, pitch and volume Planning and delivering presentations Targeted turn and talk with peers Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback</p>	
Spelling	25	<p>Phonics and word knowledge Soundwaves spelling program implemented daily and in homework.</p> <p>Phonological awareness, usage, rules and exceptions.</p>	<p>Phonics and word knowledge Soundwaves spelling program implemented daily and in homework. Homophones & Homographs Contractions</p> <p>Phonological awareness, usage, rules and exceptions.</p>	<p>Phonics and word knowledge Soundwaves spelling program implemented daily and in homework. Abbreviations</p> <p>Phonological awareness, usage, rules and exceptions.</p>	<p>Phonics and word knowledge Soundwaves spelling program implemented daily and in homework. Homographs Homonyms</p> <p>Phonological awareness, usage, rules and exceptions.</p>	
Grammar	25	<p>Year 3 Expressing and developing ideas Understanding the impact of the different parts of speech in writing including: Pronouns Nouns Adjectives Adverbs</p>	<p>Year 3 Expressing and developing ideas Understanding the impact of the different parts of speech in writing including: Compound words Figurative language (Metaphors and similes) Connectives</p>	<p>Year 3 Expressing and developing ideas Understanding the impact of the different parts of speech in writing including: Figurative language (Alliteration) Figurative language (onomatopoeia) Figurative language (Personification) Connectives</p>	<p>Year 3 Expressing and developing ideas Understanding the impact of the different parts of speech in writing including: Figurative language (Hyperbole) Figurative Language (Idiom) Figurative language (Assonance)</p>	

			<p>Verbs Contractions Connectives</p> <p>Use of VCOP program focusing on language choices, sentence and genre structure as well as punctuation.</p> <p>Year 4 Nouns, adjectives, verbs, adverbs, compound words, alphabetical order/dictionary skills and contractions.</p>	<p>Plurals & singular Antonyms and synonyms</p> <p>Use of VCOP program focusing on language choices, sentence and genre structure as well as punctuation.</p> <p>Year 4 Direct/Indirect Speech, time connectives, plurals, adverbs and adjectives, antonyms and synonyms.</p>	<p>Use of VCOP program focusing on language choices, sentence and genre structure as well as punctuation.</p> <p>Year 4 Connectives, figurative language, (similes and metaphors) , adjectives, adverbs active voice and parts of speech.</p>	<p>Connectives Revision</p> <p>Use of VCOP program focusing on language choices, sentence and genre structure as well as punctuation.</p>
<p>Mathematics 200 hours</p>	<p>Number and Algebra</p>	<p>120</p>	<p>Year 3</p> <p>Number and place value Odd & Even numbers Number Patterns Addition and subtraction Problem solving Mental Computation – Blitzmaster Maths</p> <p>Year 4 Odd and even numbers, ordering, partition, regroup, number sequences, addition, subtraction, problem solving Mental Computation - Think Mentals (Strategy)</p>	<p>Year 3</p> <p>Number sense and place value Multiplication Problem solving</p> <p>Money value and transactions Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents</p> <p>Mental Computation – Blitzmaster Maths</p> <p>Year 4 Extending place value to tenths and hundredths, representing fractions - numerator and denominator, representing fractions in different ways and mixed numerals. Mental Computation - Think Mentals (Strategy)</p>	<p>Number sense and place value Multiplication Division Problem solving</p> <p>Fractions</p> <ul style="list-style-type: none"> partitioning reas, lengths and collections to create halves, thirds, quarters and fifths, such as folding the same sized sheets of paper to illustrate different unit fractions and comparing the number of parts with their sizes locating unit fractions on a number line <p>Mental Computation – Blitzmaster Maths</p>	<p>Number Sense and Place Value Number Patterns The 4 processes reviewed Problem solving Mental Computation – Blitzmaster Maths</p>
	<p>Measurement and Geometry</p>	<p>40</p>	<p>Yr 3 Shape Make models of three-dimensional objects and describe key features</p> <p>Using units of measurement Measure, order and compare objects using familiar metric units of length, area, mass and capacity</p> <p>Yr 4 Using units of measurement – measure length, masses, capacities and temperatures</p>	<p>Year 3</p> <p>Location and transformation Create and interpret simple grid maps to show position and pathways Identify and describe slides and turns found in the natural and built environment</p> <p>Using units of measurement Time- Tell time to the minute and investigate the relationship between units of time</p> <p>Year 4 Time, time conversion and elapsed time.</p>	<p>Year 3</p> <p>Using units of measurement Time- Tell time to the minute and investigate the relationship between units of time</p> <p>Location and transformation Identify symmetry in the environment</p> <p>Geometric Reasoning Identify angles as measures of turn and compare angle sizes in everyday situations</p>	<p>Year 3</p> <p>Using units of measurement Measure, order and compare objects using familiar metric units of larea, mass and capacity</p>
	<p>Statistics and Probability</p>	<p>40</p>	<p>Yr 3 Chance Conduct chance experiments, identify and describe possible outcomes and recognise variation in results</p> <p>Yr 4 Data representation and interpretation – construct and evaluate data display</p>	<p>Year 3</p> <p>Data representation and interpretation Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording</p> <p>Year 4 Collecting data, representing date using tally marks, column and line graphs and pie charts.</p>	<p>Data representation and interpretation Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies</p> <p>Interpret and compare data displays</p>	<p>Data representation and interpretation Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies</p> <p>Interpret and compare data displays</p>
<p>Science 60 hours</p>	<p>Understanding, inquiry skills, human endeavour</p>	<p>60</p>		<p>Chemical Science Heat affects the states of matter.</p>		<p>Earth and Space Science Earth's rotation (Night and day) and surface changes.</p>
<p>Physical Education/Sport 80 hours</p>	<p>Movement and activity Interpersonal development</p>	<p>80</p>	<p>Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity</p>	<p>Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity</p>	<p>Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity Aquatic Education</p>	<p>Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity</p>
<p>Art 60 hours</p>	<p>Visual Performing</p>	<p>60</p>	<p>Rotations – drama/music</p>	<p>Rotations – drama/music</p>	<p>Rotations – drama/music School Production</p>	<p>Rotations – drama/music School production</p>
<p>Languages 100 hours</p>	<p>Communicating Intercultural knowledge</p>	<p>100</p>	<p>LOTE</p>	<p>LOTE</p>	<p>LOTE</p>	<p>LOTE</p>
<p>Health 20 hours</p>	<p>Health knowledge and promotion Building social relationships</p>	<p>20</p>	<p>Year 3 sport & Year 4 sport Health and Physical Education Resilience project Play is the way</p>	<p>Year 3 sport Health and Physical Education Resilience project Play is the way</p>	<p>Year 3 sport Health and Physical Education Resilience project Play is the way</p>	<p>Year 3 sport Health and Physical Education Resilience project Play is the way</p>
<p>Capabilities</p>	<p>Ethical Capabilities</p>	<p>20</p>	<p>Understanding concepts</p>	<p>Understanding concepts</p>	<p>Understanding concepts</p>	<p>Understanding concepts</p>

20 hours	Intercultural Capabilities Personal and Social Capabilities		Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision making	Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision making	Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision making	Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision making				
Critical & Creative Thinking 10 hours	Questions and Possibilities Reasoning Meta-Cognition	10	Questions and Possibilities Open and closed questions Reasoning Presenting a point of view Consequences of a point of view Structure of a basic argument Meta-Cognition Problem solving Pictorial models	Questions and probabilities Sorting facts and extend ideas Reasoning ‘What If..’ reasoning Metacognition Problem solving and creating/ testing hypothesis Concrete and pictorial models	Questions and Possibilities Open and closed questions Reasoning Presenting a point of view Consequences of a point of view Articulate a main idea Sort and organise information from range of sources Meta-Cognition Problem solving- Comparing	Questions and probabilities Sorting facts and extend ideas Reasoning ‘What If..’ reasoning Metacognition Problem solving and creating/ testing hypothesis Concrete and pictorial models Peer instruction				
Integrated study (Thinking Processes/ Personal Learning) 80 hours			Yr 3 Theme: Civic and Citizenship- My government and me Yr 4 Theme: History Citizenship diversity and identity Australia and Me	Yr 3 Theme: Chemical science- Solids, Liquids and Gases Yr 4 Theme Biological sciences: Life cycles	Yr 3 Theme: We are One – Multiculturalism Yr 4: Community, Remembrance and Celebrations. First Contact Explorers ESmart Digital Safety	Yr 3 Theme: Changes over time Space and Earth’s rotation Yr 4: Physical Sciences, Energy and Forces. Simple Machines ESmart Digital Safety				
	History	30	Community, remembrance and celebrations First contacts		First contacts					
	Civics	10	Government and democracy, Laws and citizens Citizenship, Diversity and Identity	Engineering materials, sequence of production steps	Citizenship, diversity and identity					
	Design and Technology	10		Biological sciences Questioning and predicting Planning and conducting Analysing and evaluating Communicating	Food and fibre production in different societies Physical sciences	Technologies for sustainability				
	Sustainability ICT	15 15	Data and information – Communication	Data and Information – Communication	E smart Digital licence, Data and information	E smart Digital licence, Digital tech for society needs.				
Co-curricular activities			Activity Yr 3&4 Parent/Teacher Interview Yr 4 Melbourne Museum Bunjilaka Excursion Yr 3&4 Billy Tea Dancing Incursion & Community Evening Yr 3 Swimming Yr 3&4 Easter Hat Parade	Date (or week) Week 1 Week 3 Week 3 Week 4 Week 10	Activity Yr 3 Jolly Bops Incursion Yr 4 District Athletics Trials Yr 4 Red Cross Incursion Yr 3&4 Mothers’ Day Stall Yr3 NAPLAN Yr 3&4 Science Open Night Yr 3 Year 3 Sleep Over	Date (or week) Week 2 Week 2 Week 3 Week 3 Week4&5 Week 8 Week 9	Activity Yr 4 Swimming Yr 4 Year 4 Camp Yr 3&4 Whole School Fun Run Yr 3&4 Family Forums Yr 4 Polly Woodside Excursion Yr 3&4 Book Week & Book Parade Yr 4 Choir Retirement Home Visit Staff Wellbeing Week Yr 3&4 Fathers’ Day Stall Yr 3&4 Production	Date (or week) Week 1 Week 2 Week 3 Week 3 Week 4 Week 4 Week 6 Week 6 Week 7 Week 10	Activity Yr 3 Dome Incursion Yr 3&4 House Athletics Yr 3&4 Christmas Concert	Date (or week) Week 3 Week 6 Week 10

Mandated assessments and monitoring			<p>Year 3 Cold Write Week 2 & Week 6</p> <p>Writing moderation Week 3</p> <p>SA Spelling test Week 3</p> <p>Running record (PM Benchmarking/Fountas and Pinnell) Continual</p> <p>Essential assessment pre tests: Number and Algebra, Measurement and Geometry and Statistics and probability. Week 6</p> <p>Mathematics continuum tracker Continual</p> <p>Inquiry pre and post tests Continual</p> <p>Year 4 Baseline Recount Week 2 Cold Write Week 6 Writing moderation Week 2 Fountas and Pinnell Mini checks & CATS (ongoing) Essential Assessments - General All Three Strands Pre test Ongoing</p> <p>Maths Continuum Tracker Week 4/5</p> <p>Inquiry Pre and Post Test Ongoing</p> <p>Week 2 & Week 10</p>	<p>Year 3 NAPLAN Week 4</p> <p>Cold Write Week 6</p> <p>Writing moderation Week 7</p> <p>Running record (Probe) Continual</p> <p>Essential assessment mid tests: Number and Algebra, Measurement and Geometry and Statistics and probability. Week 6</p> <p>Mathematics continuum tracker Continual</p> <p>Inquiry pre and post tests Week 1</p> <p>Year 4 Cold Write Week 5 Writing moderation Week 6 SA Spelling test Probe Mini checks & CATS (ongoing) Ongoing</p> <p>Essential Assessments - General All Three Strands Pre test By Week 5</p> <p>Maths Continuum Tracker Ongoing</p> <p>Inquiry Pre and Post Test Week 2 & Week 10</p>		<p>Year 3 Cold Write Week 5</p> <p>Writing moderation Week 6</p> <p>Running record (PM Benchmarking/Fountas and Pinnell) Continual</p> <p>Mathematics continuum tracker Continual</p> <p>Inquiry pre and post tests Week 1</p> <p>Year 3 Cold Write Week 5</p> <p>Writing moderation Week 6</p> <p>Running record (Probe) Continual</p> <p>SA spelling test Week 7</p> <p>Mathematics continuum tracker Continual</p> <p>Essential assessment mid tests: Number and Algebra, Measurement and Geometry and Statistics and probability. Week 6</p> <p>Inquiry pre and post tests Week 6</p>			
	Intervention support assessments			<p>LEAP</p> <p>Magic 100 words reading and spelling</p>	<p>LEAP</p> <p>Magic 100 words reading and spelling</p>		<p>LEAP</p> <p>Magic 100 words reading and spelling</p>		<p>LEAP</p> <p>Magic 100 words reading and spelling</p>