

Year 4 Curriculum Framework

YEAR 4 ENGLISH								
CURRICULUM INTENT	TERM 1		TERM 2	TERM 3	TERM 4			
	POETRY	NARATIVE	NARRATIVE	INFORMATIVE RESPONSE	PERSUASIVE TEXT			
	<p>Examining humour in poetry Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry (4 weeks - LIMERICKS Wk 1) (C2C Unit 2)</p>	<p>Investigating author's language in a familiar narrative Students read a narrative and examine and analyse the language features and techniques used by the author (<i>The Twits</i>). (C2C unit 1)</p>	<p>Examining traditional stories Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. (C2C Unit 3)</p>	<p>Examining imaginative texts Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. (C2C Unit 5)</p>	<p>Examining persuasion in advertisements and product packaging Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. (C2C Unit 6)</p>			
ASSESSMENT	<p>Interpret and evaluate a humorous poem: Reading comprehension Students interpret and evaluate a humorous poem for its characteristic features. Poetry Recital (Speaking) Students will learn a poem and recite it to the class.</p>	<p>A new chapter Students create an imaginative new chapter for a book.</p>	<p>Comprehending a traditional Asian story Students comprehend a traditional Asian story. Create and present a traditional story Students create and present a traditional story which includes a moral for a younger audience</p>	<p>Written response Students explain how the author of a quest novel represents the main character in an important event. Comprehending a quest novel Students comprehend a quest novel.</p>	<p>Reading and viewing comprehension Students identify and interpret the persuasive language features and visual elements of a product's packaging. Design a breakfast cereal package (MT) Students design and present a breakfast cereal package to an audience of peers.</p>			
YEAR 4 ENGLISH ACHIEVEMENT STANDARD					WHEN ASSESSED			
Receptive modes (listening, reading and viewing)					T 1	T 2	T 3	T 4
Students understand that texts have different text structures depending on purpose and context.								
Students explain how language features, images and vocabulary are used to engage the interest of audiences.								
Students describe literal and implied meaning connecting ideas in different texts.								
Students fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.								
Students express preferences for particular types of texts and respond to others' viewpoints.								
Students listen for and share key points in discussions.								
Productive modes (speaking, writing and creating)								
Students use language features to create coherence and add detail to their texts.								
Students understand how to express an opinion based on information in a text.								
Students create texts that show understanding of how images and detail can be used to extend key ideas.								
Students create structured texts to explain ideas for different audiences.								
Students make presentations and contribute actively to class and group discussions, varying language according to context.								
Students demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.								

YEAR 4 - MATHEMATICS

Term 1	Term 2	Term 3	Term 4
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Summative Assessment

<p>Odd and Even Numbers Students use the relationships between the four operations and odd and even numbers.</p> <p>Measure it up Students compare areas of regular and compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length.</p> <p>Sizzling Symmetry Students identify line symmetry in shapes and patterns. Students create symmetrical shapes and patterns.</p>	<p>Gnome Land Students interpret information contained in simple maps and classify angles in relation to a right angle.</p> <p>Recalling multiplication and division facts Students recall multiplication and division facts, identify and explain unknown quantities and solve problems using appropriate strategies for multiplication and division.</p> <p>Data (assessed in Digital Technologies Sem 1) Students define the different methods for data collection and representation, evaluate their effectiveness and construct data displays.</p>	<p>Fraction fit Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p> <p>Investigating time Students use simple strategies to reason and solve a measurement inquiry question.</p> <p>Identifying and explaining chance events Students identify dependent and independent events and explain the chance of everyday events occurring</p>	<p>Connecting decimals and fractions Students demonstrate and explain the connections between fractions and decimals to hundredths. Students recall multiplication and division facts. Students continue number sequences involving multiples of single digit numbers.</p> <p>Solving purchasing problems Students solve simple purchasing problems including the calculation of change.</p>
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YEAR 4 MATHEMATICS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4

Number and Algebra				
Number and place value				
Students choose appropriate strategies for calculations involving multiplication and division.				
Students use the properties of odd and even numbers.				
Students recall multiplication facts to 10 x 10 and related division facts.				
Students continue number sequences involving multiples of single digit numbers.				
Fractions and Decimals				
Students recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places.				
Students locate familiar fractions on a number line.				
Money and financial mathematics				
Students solve simple purchasing problems.				
Patterns and algebra				
Students identify and explain strategies for finding unknown quantities in number sentences.				
Students describe number patterns resulting from multiplication.				
Measurement and Geometry				
Using units of measurement				
Students solve problems involving time duration.				
Students use scaled instruments to measure temperatures, lengths, shapes and objects.				
Students convert between units of time.				
Shape				
Students compare areas of regular and irregular shapes using informal units.				
Location and Transformation				
Students interpret information contained in maps.				
Students create symmetrical shapes and patterns.				
Geometric Reasoning				
Students classify angles in relation to a right angle.				
Statistics and Probability				
Chance				
Students identify dependent and independent events.				
Students list the probabilities of everyday events.				
Data representation and interpretation				
Students describe different methods for data collection and representation, and evaluate their effectiveness.				
Students construct data displays from given or collected data.				

YEAR 4 - SCIENCE

Term 1	Term 2	Term 3	Term 4
<p>Here today, gone tomorrow (Unit 1) In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.</p>	<p>Ready, set, grow! (Unit 2) In this unit students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment.</p>	<p>Fast forces! (Unit 4) In this unit students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely to collect data (Linked to Design Technology)</p>	<p>Material use (Unit 3) In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.</p>

Summative Assessment

<p>Investigating soil erosion Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<p>Mapping life cycles and relationships Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p>Investigating contact and non-contact forces Students conduct an investigation about how contact and non- contact forces are exerted on an object. Students design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>	<p>Investigating properties of material Students investigate the observable properties of materials and explain how they can be used in real-life situations.</p>
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YEAR 4 SCIENCE ACHIEVEMENT STANDARD

WHEN ASSESSED

	T 1	T 2	T 3	T 4
Science Understanding				
Students apply the observable properties of materials to explain how objects and materials can be used.				
Students describe how contact and non-contact forces affect interactions between objects.				
Students discuss how natural processes and human activity cause changes to Earth's surface.				
Students describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.				
Science as a Human Endeavour				
Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge.				
Students identify when science is used to understand the effect of their actions.				
Science Inquiry Skills				
Students describe ways to conduct investigations and safely use equipment to make and record observations with accuracy.				
Students use provided tables and column graphs to organise data and identify patterns.				
Students suggest explanations for observations and compare their findings with their predictions.				
Students suggest reasons why a test was fair or not.				
Students use formal and informal ways to communicate their observations and findings.				

YEAR 4 - HASS

Semester 1

Unit 2: **Using places sustainably** - *How can people use environments more sustainably?*

Summative Assessment

Assessment task

Students conduct an inquiry to answer the following question: *How can people use environments more sustainably?*

Part A: Compare locations

Students will:

- sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions
- describe and compare the diverse characteristics of Africa and South America
- recognise the importance of the environment and identify the interconnections between the environment, animals and people
- identify and describe distributions and simple patterns

Part B: Collect and represent data

Students will:

- identify roles of local government
- develop questions to investigate waste management issues in their community
- locate and collect information and data from different sources, including observations.

Part C: Analyse and interpret data

Students will:

- interpret data and information
- identify different views on how to respond to a sustainability issue
- draw conclusions.

Part D: Propose a solution

Students will reflect on learning to propose action in response to a waste management issue identify the possible effects of a proposed action.

Semester 2

Unit 1: **Australia before, during and after European settlement**

Assessment task

Students explain aspects of life before, during and after European settlement of Australia.

Part A: James Cook's first journey

Students will:

- locate information from different sources to answer questions
- recognise the significance of events in bringing about change
- describe the experiences of an individual in the past
- sequence information about the lives of individuals in chronological order with reference to key dates

Part B: How and why life changed for convicts on the First Fleet

Students will:

- describe the experiences of an individual or group in the past
- explain how and why life changed in the past and identify aspects of the past that have remained the same
- sequence information about events and the lives of individuals in chronological order with reference to key dates
- distinguish between facts and opinions and detect points of view

Part C: Points of view

Students will:

- recognise the importance of laws in society
- share points of view, respecting the views of others
- distinguish between facts and opinions and detect points of view when examining information

Part D: Profile of a friend

Students will:

- describe factors that shape a person's identity and sense of belonging
- present ideas, findings and conclusions using discipline-specific terms in a range of communication forms

YEAR 4 HASS ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 2
Knowledge and Understanding		
Students recognise the significance of events in bringing about change and the importance of the environment.		
Students explain how and why life changed in the past and identify aspects of the past that have remained the same.		
Students describe the experiences of an individual or group in the past.		
Students describe and compare the diverse characteristics of different places at local to national scales.		
Students identify the interconnections between components of the environment and between people and the environment.		
Students identify structures that support their local community and recognise the importance of laws in society.		
Students describe factors that shape a person's identity and sense of belonging.		
Students identify different views on how to respond to an issue or challenge.		
Inquiry and skills		
Students develop questions to investigate.		
Students locate and collect information and data from different sources, including observations to answer these questions.		
When examining information, students distinguish between facts and opinions and detect points of view.		
Students interpret data and information to identify and describe distributions and simple patterns and draw conclusions.		
Students share their points of view, respecting the views of others		
Students sequence information about events and the lives of individuals in chronological order with reference to key dates.		
Students sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions.		
Students reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action.		
Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.		

YEAR 4 - TECHNOLOGIES

DIGITAL TECHNOLOGY - Semester 1	DESIGN TECHNOLOGY - Semester 2
<p>What's your waste footprint?</p> <p>In this unit students will explore and manipulate different types of data and transform data into information. Students will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). <i>(C2C Unit 2)</i></p>	<p>Pinball paradise</p> <p>In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. <i>(C2C unit 3)</i></p>

Summative Assessment

<p>Part A: Collect and manipulate data to create information.</p> <p>Part B: Describe how a familiar information system is used.</p> <p>Part C: Draw, identify and explain data types and representations.</p>	<p>Part A: Design and make a pinball machine that is fun to play.</p> <p>Part B: Design a games environment for pinball machines.</p>
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YEAR 3 & YEAR 4 TECHNOLOGIES ACHIEVEMENT STANDARD

WHEN ASSESSED	
SEMESTER 1	SEMESTER 1

DIGITAL TECHNOLOGIES

Knowledge and Understanding

Students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.		
Students explain how the same data sets can be represented in different ways.		

Processes and Production Skills

Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input.		
Students explain how the solutions meet their purposes.		
Students collect and manipulate different data when creating information and digital solutions.		
Students safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.		

DESIGN TECHNOLOGIES

Knowledge and Understanding

Students explain how products, services and environments are designed to best meet needs of communities and their environments.		
Students describe contributions of people in design and technologies occupations.		
Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.		

Processes and Production Skills

Students create designed solutions for each of the prescribed technologies contexts.		
Students explain needs or opportunities.		
Students evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations.		
Students 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.		
Students identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.		

YEAR 4 - THE ARTS

Term 1	Term 2	Term 3	Term 4
VISUAL ARTS	DRAMA	DANCE	MEDIA ARTS
Visual Arts Specialist	Readers Theatre – Traditional Stories	Creative Dance (Creative Dance Industries) In this unit students respond to, perform and choreograph dance.	Design a product packaging

Summative Assessment

Students explore real and imagined places as inspiration for constructing mixed-media artworks. <ul style="list-style-type: none"> • Compare how artists communicate a connection to environment through visual conventions. • Plan, make and create — work individually and collaboratively to explore visual conventions, techniques and processes to communicate ideas to create a mixed-media artwork inspired by artworks experienced. 	Students devise, respond to and perform drama based on a traditional story. <ul style="list-style-type: none"> • Students describe & discuss similarities & differences between drama from different traditions Students make, perform and view. • Students discuss how Students and others use the stimulus of different traditions to organise the elements of drama in their own drama. • Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama from different traditions. • collaborate to plan, make and perform drama that communicates ideas from different traditions. 	<ol style="list-style-type: none"> Part A: Responding <ul style="list-style-type: none"> • Students describe and discuss similarities and differences between dances for celebration Students make, perform and view. • Students discuss how Students and others organise the elements of dance in dances for celebrations Part B: Making/Performing <ul style="list-style-type: none"> • Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent celebrations • Students collaborate to make dances of celebration and perform with control, accuracy, projection and focus. 	Students explore media artworks which persuades a targeted audience to buy a product. <ul style="list-style-type: none"> • Students describe and discuss the product packaging. • Reflect on how product packaging appeals to a target audience • Plan and design (pre-production) — a product packaging that appeals to a target audience. • Production — Make and share the product design.
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YEAR 3 & YEAR 4 THE ARTS ACHIEVEMENT STANDARD

WHEN ASSESSED

	T 1	T 2	T 3	T 4
DANCE				
Students describe and discuss similarities and differences between dances Students make, perform and view.				
Students discuss how Students and others organise the elements of dance in dances depending on the purpose.				
Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood.				
Students collaborate to make dances and perform with control, accuracy, projection and focus.				
DRAMA				
Students describe and discuss similarities and differences between drama Students make, perform and view.				
Students discuss how Students and others organise the elements of drama in their drama.				
Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.				
Students collaborate to plan, make and perform drama that communicates ideas.				
MEDIA ARTS				
Students describe and discuss similarities and differences between media artworks Students make and view.				
Students discuss how and why Students and others use images, sound and text to make and present media artworks.				
Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.				
VISUAL ARTS				
Students describe and discuss similarities and differences between artworks Students make, present and view.				
Students discuss how Students and others use visual conventions in artworks.				
Students collaborate to plan and make artworks that are inspired by artworks Students experience.				
Students use visual conventions, techniques and processes to communicate their ideas.				

MUSIC					
		SEMESTER 1		SEMESTER 2	
KNOWLEDGE, UNDERSTANDING & SKILLS	<i>Rhythm</i>	<ul style="list-style-type: none"> ti-tica, tum (dotted crotchet) 		<ul style="list-style-type: none"> tica-ti accelerando/ritardando 	
	<i>Pitch</i>	<ul style="list-style-type: none"> treble clef staff 			
	<i>Dynamics & Expression</i>	<ul style="list-style-type: none"> Crescendo/Decrescendo 			
	<i>Form & Structure</i>	<ul style="list-style-type: none"> Binary form (A B) & ternary form (A B A) 		<ul style="list-style-type: none"> Pop Verse/Chorus structures (introduction, verse, chorus, bridge, coda) 	
	<i>Timbre & Texture</i>	<ul style="list-style-type: none"> Woodwind family (flute, piccolo, clarinet, oboe, bassoon, saxophone, recorder) 			
	SKILLS	<p style="text-align: center;">MAKING</p> <ul style="list-style-type: none"> Identify familiar instrument timbres in isolation (aural skills) Read & perform basic pentatonic treble notation/songs on recorder/xylo/glock Create, write, perform and identify 4 beat rhythmic patterns (aural skills) Perform lead/accompanying roles as part of an ensemble (voice/percussion/recorder) Write treble notation (g a b c' d') 	<p style="text-align: center;">RESPONDING</p> <ul style="list-style-type: none"> Reflect/evaluate own performance Identify positive/ successful elements in peer performances 	<p style="text-align: center;">MAKING</p> <ul style="list-style-type: none"> Identify familiar instrument timbres in combination (aural skills) Identify pop song structures (aural skills) Create, write, perform and identify 4 beat rhythmic patterns (aural skills) Read & perform pentatonic treble notations/songs on recorder/xylo/ glock Perform lead/accompanying roles as part of an ensemble (voice/percussion/recorder) Write treble notation (c – d') 	<p style="text-align: center;">RESPONDING</p> <ul style="list-style-type: none"> Reflect/evaluate own performance Identify positive/ successful elements in peer performances
Summative Assessment					
<i>Perform</i>	Pentatonic song on <u>Recorder</u> (“Softly Falls The Rain”) Sing as part of ensemble (“Rocky Mountain”)		Pentatonic song on <u>Recorder</u> (“Song of Joy”) Sing as part of ensemble (“Great Big House”)		
<i>Respond</i>	Self-evaluation Sheet (4a) & (4b)		Self-evaluation Sheet (4c) Respond to piece of music – compare mood/ instrument timbre/tempo/ volume/texture/ form		
<i>Create</i>	Binary (AB) melody (16 beats using C pentatonic scale) - use format sheet		4 line poem/rhyme to music (4 bars, treble staff) - cultural connections		
<i>Aural Skills</i>	Instrument timbre (Woodwind focus) Rhythm patterns (4 beat)		Instrument timbre (combo) Rhythm patterns (4 beat)		
YEAR 3 & YEAR 4 THE ARTS ACHIEVEMENT STANDARD				WHEN ASSESSED	
				SEMESTER 1	SEMESTER 2
MUSIC					
Students describe and discuss similarities and differences between music Students listen to, compose and perform.					
Students discuss how Students and others use the elements of music in performance and composition.					
Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.					
Students demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.					

YEAR 4 - HEALTH AND PHYSICAL EDUCATION

HEALTH

SEMESTER 1

Netiquette and online protocols

Students examine and interpret health information about cybersafety and online protocols. Students describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. Students explore the importance of demonstrating respect and empathy in online relationships. Students reflect on young people's use of digital technologies and online communities, and identify local resources to support their safety.

(C2C Unit 4)

SEMESTER 2

Health channels

Students examine different sources of health information and how to interpret them with regard to accuracy. Students identify health messages and the methods used to influence decisions. Students apply decision-making skills to different health scenarios.

(C2C Unit 3)

Summative Assessment

Collection of work

Students complete a series of tasks relating to a single cohesive context. Students interpret health messages related to cybersafety and discuss the influences on safe online choices. Students identify resources to support their online safety.

Collection of work

Students identify health messages in product advertisements. Students apply decision-making skills in relation to a health message for a product.

PHYSICAL EDUCATION

Term 1

Term 2

Term 3

Term 4

Hand/Eye Co Operative Games

Futsal Soccer

Orienteering

Athletics

AFL

Cricket

Basketball

Ten Pin Bowling

Modified Soft Cross

Summative Assessment

Hand/Eye Co Operative Games

Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co-operative team based games.

Orienteering

Demonstrates and experiments with movement concepts in orienteering:

- Fitness
- Map reading
- Using a compass
- Using a stop watch

Team work

Encouragement and group co-operation. Demonstrates and experiments with Body movement concepts in correctly using the

Athletics

Demonstrates and experiments with movement concepts in High Jump, Long Jump, Shot Put, discus, Relays and Running (e.g.) Simple Jumping and Landing Technique

- Measuring run ups
- Correct Throwing Techniques, Holding the Shot put
- Throwing Technique in Discus, Measuring, Rules, Holding the Discus correctly, Body Positions
- Running
 - Starts and finishes
 - Running in Lanes
 - Correct Arm and leg movements
- 100m, 200m, 800m techniques

AFL

Demonstrates and experiments with movement concepts in Passing (Hand Ball), Kicking to Partners, Catching, Kicking at Goals (Shooting) Stepping off both feet, Defending, Game Sense, and Understanding and implementing rules during AFL.

Cricket

Demonstrates correctly a wide range of movement Skills into specialized sequences in Batting, Bowling Techniques, understanding of rules of cricket, Games Sense, Fielding techniques and Games in Cricket. (Throwing over arm, Throwing Under Arm, Aiming at Targets, Catching the ball in the Air, and on the Bounce, Field a ball on the ground (e.g.) Partner fielding games and exercises

Basketball

Demonstrates correctly a wide range of movement Skills into specialized sequences in :

- Dribbling techniques in basketball. (correct stance and hand movement)
- Passing techniques for accuracy in Basketball. Eg: (bounce passes, chest passes, and overhead passes, as well as throwing and
- catching techniques.
- shooting in Basketball. (correct hand formation on the ball, jumping and accuracy)
- minor modified team games relating to a variety of basketball skills. Eg: knockout dribbling games, jumping and jump stop games, and shooting games.

Tenpin Bowling

Demonstrates correctly a wide range of movement

<p>scoring card, and using the hole punches at each station</p> <p>Applies knowledge of complex game sense concepts and understanding of rules and their implementations during games and Modified activities.</p> <p>Futsal Soccer</p> <p>Demonstrates correctly a wide range of movement skills into specialized sequences in:</p> <ul style="list-style-type: none"> → Dribbling in Soccer (Instep Kick / Trap) → Passing for accuracy in Soccer. → Shooting in Soccer. → Minor modified team games relating to a variety of soccer skills. (e.g.) kicking, and passing and dribbling sequences <p>Applies knowledge of complex game sense concepts and understanding of rules.</p>			<p>Skills into specialized sequences in:</p> <ul style="list-style-type: none"> → Aiming at Pins → Correct Technique in Holding the Ball → Underarm Bowling Technique → Correct foot technique <p>Modified Soft Cross</p> <p>Demonstrates correctly a wide range of movement Skills into specialized sequences in Modified Soft Cross:</p> <ul style="list-style-type: none"> → Throwing → Catching. . → Passing <p>Applies knowledge of complex game sense concepts and understanding of rules.</p>
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YEAR 3 and YEAR 4 HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
PERSONAL, SOCIAL and COMMUNITY HEALTH				
Being healthy, safe and active				
Students recognise strategies for managing change.				
Students identify influences that strengthen identities.				
Communicating and interacting for health and wellbeing				
Students interpret health messages and discuss the influences on healthy and safe choices.				
Students understand the benefits of being healthy and physically active.				
Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.				
Contributing to healthy and active communities				
Students describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.				
MOVEMENT and PHYSICAL ACTIVITY				
Moving our body				
Students create and perform movement sequences using fundamental movement skills and the elements of movement.				
Understanding movement				
Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active				
Learning through Movement				
Students refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.				
Students apply strategies for working cooperatively and apply rules fairly.				