

2013

# FISK STREET PRIMARY

## CURRICULUM DOCUMENT

Middle Primary Years Reporting Overview



# MATHEMATICS Year 3 - 5

The middle years (8-11 years of age) are important for students studying coherent, meaningful and purposeful mathematics relevant to their lives. Students at this level:

- require active mathematical experiences
- construct key mathematical ideas through practice
- move to using models, pictures and symbols to represent these ideas
- develop and extend number, measurement, geometric & statistical understandings
- build mathematical foundations
- notice, create and use patterns that lead to generalisations
- describe relationships from data collected and represented
- make predictions
- challenge themselves
- develop a deep understanding of whole numbers
- build reasoning in fractions and decimals
- develop a conceptual understanding of place value
- develop proportional reasoning and flexibility with number
- develop and refine quick mental computation skills
- extend their number sense and statistical fluency

By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<ul style="list-style-type: none"> <li>• recall number facts for single digit numbers</li> <li>• are familiar with collections up to 10 000</li> <li>• describe number patterns involving addition and subtraction</li> <li>• recognise the connection between multiplication and division</li> <li>• model and represent unit fractions</li> <li>• count the change required and represent money values in various ways</li> <li>• conduct chance experiments</li> <li>• describe the possible outcomes</li> <li>• create, interpret and compare data displays</li> <li>• compare objects using familiar units</li> <li>• compare angle sizes</li> <li>• identify symmetry</li> <li>• tell the time</li> <li>• interpret positions and pathways on maps</li> </ul>	<ul style="list-style-type: none"> <li>• recall multiplication facts up to 10 x 10 and the related division facts</li> <li>• are familiar with collections up to 100 000</li> <li>• recognise and locate familiar fractions on a number line</li> <li>• make connections between fraction and decimal notations</li> <li>• solve problems by using relevant number sentences involving the four operations</li> <li>• describe the probabilities of everyday events</li> <li>• investigate different methods for data collection</li> <li>• construct data displays and evaluate their effectiveness</li> <li>• convert between units of time</li> <li>• solve problems involving time duration</li> <li>• compare areas of regular and irregular shapes</li> <li>• classify angles</li> <li>• create symmetrical patterns</li> <li>• interpret the information contained in maps</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe factors and multiples</li> <li>• use estimation and rounding to check the reasonableness of answers</li> <li>• solve multiplication and division problems</li> <li>• compare, order and represent decimals</li> <li>• perform addition and subtraction of fractions with the same denominator</li> <li>• continue patterns with fractions and decimals</li> <li>• plan simple budgets</li> <li>• list the outcomes of chance experiments as fractions</li> <li>• pose questions to gather data</li> <li>• construct, describe and interpret different data sets</li> <li>• calculate perimeter and area of rectangles using appropriate units</li> <li>• connect three dimensional objects with two dimensional representations</li> <li>• measure and construct different angles</li> <li>• describe transformations of two-dimensional shapes, including the enlargement transformation</li> <li>• identify line and rotational symmetry</li> </ul>

# ENGLISH Year 3 – Year 5

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both ‘learning to read and write’ and ‘reading and writing to learn’, students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts. By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<ul style="list-style-type: none"> <li>• listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes</li> <li>• attend to others’ views and respond appropriately</li> <li>• use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts</li> <li>• retrieve literal information in texts, and can also make appropriate inferences</li> <li>• explain ideas, events and actions, referring closely to selected detail</li> <li>• share personal responses to and opinions about texts, providing relevant supporting information and detail</li> <li>• recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view</li> <li>• make relevant connections between visual and written elements in multimodal texts</li> <li>• create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences</li> <li>• contribute actively to group discussions, asking relevant questions and building on others’ ideas and providing useful feedback</li> <li>• communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations</li> <li>• order ideas in sequence, and provide relevant details to support ideas</li> <li>• create imaginative texts based on characters and situations encountered in their reading and viewing</li> <li>• express and develop experiences, events, information, ideas and characters in some detail</li> <li>• organise texts in paragraphs composed of logically grouped and sequenced sentences</li> <li>• short sentences are meaningful and correctly structured, and some complex sentences are used appropriately</li> <li>• choose vocabulary appropriate to the purpose and context of their writing</li> <li>• use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts</li> <li>• listen for key points in spoken texts including presentations and discussions</li> <li>• recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts</li> <li>• identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding</li> <li>• explain some ways in which speakers, authors and illustrators engage the interest of audiences</li> <li>• share their own judgments and preferences about texts, and respond to others’ viewpoints, selecting some relevant textual evidence to support their opinions</li> <li>• compare ways in which their own and others’ opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations</li> <li>• create structured spoken, visual and written texts for imaginative, informative and persuasive purposes</li> <li>• contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information</li> <li>• make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences</li> <li>• select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources</li> <li>• Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence</li> <li>• use simple and complex sentences, consistent tenses and appropriate punctuation to support meaning</li> </ul>	<ul style="list-style-type: none"> <li>• make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience</li> <li>• accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others</li> <li>• discuss the connections between particular structures, language features, simple literary devices, and the purposes of texts</li> <li>• identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts</li> <li>• select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints</li> <li>• describe how sound and imagery influence interpretations of characters, settings and events in texts</li> <li>• compare ways in which their own and others’ viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations</li> <li>• create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences</li> <li>• select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature</li> <li>• predict readers’ needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas</li> <li>• select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions</li> <li>• write clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing</li> <li>• individually and in groups they present oral reports of findings from investigations on various topics to peers</li> <li>• consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations</li> <li>• employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect</li> </ul>

# SCIENCE Year 3 – Year 5

During these middle primary years, students:

- develop ideas about science that relate to their lives
- answer questions, and solve mysteries of particular interest to their age group
- students use a trial- and- error approach to their science investigations
- begin to work in a more systematic way

The notion of a ‘fair test’ and the idea of variables are developed, as well as other forms of science inquiry. Understanding the importance of measurement in quantifying changes in systems is also fostered. Through observation, students can detect similarities among objects, living things and events and these similarities can form patterns. By identifying these patterns, students develop explanations about the reasons for them. Students’ understanding of the complex natural or built world can be enhanced by considering aspects of the world as systems, and how components, or parts, within systems relate to each other. From evidence derived from observation, explanations about phenomena can be developed and tested. With new evidence, explanations may be refined or changed. By examining living structures, Earth, changes of solids to liquids and features of light, students begin to recognise patterns in the world. The observation of aspects of astronomy, living things, heat, light and electrical circuits helps students develop the concept of a system and its interacting components, and understand the relationships, including the notion of cause and effect, between variables.

By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<ul style="list-style-type: none"> <li>• describe how they can use science investigations to respond to questions</li> <li>• identify where people use science knowledge in their lives</li> <li>• collect and present data in a way that helps to answer their questions</li> <li>• use their experiences to make predictions</li> <li>• describe features common to living things</li> <li>• use their knowledge of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations</li> </ul>	<ul style="list-style-type: none"> <li>• pose questions about their world and predict possible outcomes from investigations</li> <li>• describe how they and others use science to ask questions and make predictions</li> <li>• record observations and measurements and identify patterns in data, including cause-and-effect relationships</li> <li>• describe situations where science understanding can influence their own and others’ actions</li> <li>• use the properties of materials to explain how objects and materials behave</li> <li>• identify changes to the observable world</li> <li>• suggest explanations for the motion of objects</li> <li>• describe how interrelationships are essential for the survival of living things</li> <li>• identify major changes in the life cycle of a plant or animal</li> </ul>	<ul style="list-style-type: none"> <li>• pose questions relating to investigations,</li> <li>• predict what might happen when things are changed</li> <li>• assist in the planning of methods to test these predictions</li> <li>• use equipment in a way that improves the accuracy of their measurements and observations</li> <li>• describe patterns in their results,</li> <li>• report on their findings</li> <li>• reflect on the methods that they have used</li> <li>• describe how developments in science have improved our understanding of the world and have enabled people to make decisions based on scientific knowledge</li> <li>• describe the place of Earth in space</li> <li>• identify cause-and-effect relationships in the natural world</li> <li>• describe physical differences between solids, liquids and gases</li> </ul>

# HISTORY Year 3 – Year 5

Curriculum focus: Local/national history and use of a range of sources

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these years, students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play. This history curriculum seeks to target the distinct nature of learners in Years 3–6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society. In this way, students develop an understanding of the heritage of their community and of their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<ul style="list-style-type: none"> <li>• explain how communities changed in the past</li> <li>• describe the experiences of an individual or group</li> <li>• identify events and aspects of the past that have significance in the present</li> <li>• sequence events and people (their lifetime) in chronological order, with reference to key dates</li> <li>• pose questions about the past</li> <li>• locate information from sources (written, physical, visual, oral) to answer these questions</li> <li>• develop texts, including narratives, using terms denoting time</li> </ul>	<ul style="list-style-type: none"> <li>• explain how and why life changed in the past, and identify aspects of the past that remained the same</li> <li>• describe the experiences of an individual or group over time</li> <li>• recognise the significance of events in bringing about change</li> <li>• sequence events and people (their lifetime) in chronological order to identify key dates</li> <li>• pose a range of questions about the past</li> <li>• identify sources (written, physical, visual, oral), and locate information to answer these questions</li> <li>• recognise different points of view</li> <li>• develop and present texts, including narratives, using historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same</li> <li>• describe the different experiences of people in the past</li> <li>• describe the significance of people and events in bringing about change</li> <li>• sequence events and people (their lifetime) in chronological order, using timelines</li> <li>• develop questions when researching, to frame an historical inquiry</li> <li>• identify a range of sources and locate and record information related to this inquiry</li> <li>• examine sources to identify points of view</li> <li>• develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts</li> </ul>

# THE ARTS Year 3 – Year 5

Students develop their understanding of the part played by arts works and artists in everyday life within immediate and local social and community contexts through participation in the art forms of Drama, Dance, Music, Media and Visual Arts. Students at this level:

- explore ways in which groups and cultures are connected within these contexts
- talk and think about arts and cultures from other times and places and how these have connected individuals and local and global communities
- spontaneously express and communicate their feelings and ideas about the past, present and future through the images and forms they create
- identify a range of concepts
- explore new arts skills
- experiment with a range of traditional and emerging techniques and technologies
- begin to understand how these can be used to explore ideas and generate solutions to problems within each arts form
- develop a strong sense of purpose by performing/presenting with others and in teams
- explore relationships between arts works and audiences/viewers within each of the arts forms
- engage in arts experiences and performances/presentations as audiences/viewers/users in a range of contexts for different purposes
- gain understanding of the arts and use the variety of communication and thinking modes in each of the arts forms

By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<p>Drama</p> <ul style="list-style-type: none"> <li>• Learn about and use elements of drama</li> <li>• Explore basic dramatic tension, complex role and relationships and use of space</li> <li>• Develop awareness of primary instruments of drama (movement, gesture, voice, language)</li> <li>• Make more intricate improvisations and process drama</li> <li>• Begin to play-build</li> <li>• Present performances with limited rehearsal</li> <li>• Encounter scripted texts</li> <li>• Respond and reflect on own and others' drama</li> <li>• Learn about diversity of form and style</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Use developing aural skills and musical terminology in composing, performing and responding to own and others' performances</li> <li>• Build on musical knowledge</li> <li>• Use and select elements of music to structure simple musical compositions</li> <li>• Record musical compositions using invented and conventional notations</li> <li>• Sing, play instruments and move to music</li> <li>• Demonstrate an understanding of musical concepts</li> <li>• Use a range of technologies to record and communicate musical ideas</li> <li>• Identify use of musical elements in performances through performing, listening and composing</li> <li>• Share opinions about the ways musical elements create meaning and effect in own and others' music</li> </ul> <p>Visual Arts</p> <ul style="list-style-type: none"> <li>• develop skills experimenting with equipment, materials, media and technologies</li> <li>• make choices in selecting codes and conventions to suit intentions, express ideas and produce art works</li> <li>• present their work for others to view</li> <li>• understand that presentations (including exhibitions) have a purpose</li> <li>• discuss processes and meanings of their own and others artworks</li> <li>• offer opinions and preferences, using vocabulary appropriate to visual arts</li> <li>• learn about traditional and popular cultures</li> <li>• develop visual and aesthetic understanding</li> <li>• begin to gain awareness of codes, symbols and meanings in visual culture</li> <li>• discuss the place and function of art, craft and design in their communities</li> </ul>		

# DESIGN & TECHNOLOGY Year 3 – Year 5

In this stage of the early years students learn through critiquing, designing and making. Students learn to:

- develop understandings about people, diversity and the technological world
- question by assessing their own and others' products, processes and systems
- recognise and use different ways of thinking, planning and preparing that are helpful in achieving and presenting their designs
- learn that by designing it is possible to effect change
- use different strategies, including using a range of technologies, for successfully reflecting on, communicating and expressing to others their design ideas and thinking
- develop confidence in their capacity to use materials and equipment to make products, processes and systems
- reflect on how they work
- analyse and explain the uses and potential of equipment and materials
- recognise that a range of resources can be used to accomplish their ideas and to (re)shape their world
- analyse the importance of organisation and safety rules, in order to use resources well
- consider the personal and social responsibilities involved when working with others

By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<ul style="list-style-type: none"><li>• Identifies a range of ways in which the design of everyday products, processes and systems is related to those who use them.</li><li>• Develops a range of design skills and uses them to effect change.</li><li>• Uses a range of communication forms and technologies, as a means of self-reflection and to describe their design ideas, thinking and planning.</li><li>• Demonstrates effective use of a broad range of materials and equipment, and reflects on their personal interaction with resources they use.</li><li>• Identifies the characteristics of a range of materials and equipment, and explains the relationship of those characteristics to designed and made products, processes and systems.</li><li>• Identifies the reasons for managing resources effectively and for working in personally and socially safe and responsible ways.</li></ul>		

# HEALTH & PHYSICAL EDUCATION Year 3 – Year 5

In this stage of the early years, students learn through physical activity and participation, personal and social development as well as exploring the health of individuals and communities. Students learn to:

- explore movement patterns and refine coordinated actions,
- develop self-awareness and skills that facilitate ongoing participation in physical activity
- investigate a range of movement options
- participate regularly in energetic physical activity to enhance their physical vitality and assist the process of healthy growth, development and learning
- recognise differences and similarities between themselves and others as they share with
- contribute to, the different groups in their expanding world
- conceptualise identity through understanding the changes that occur in themselves and others through growth
- develop an understanding of what is required to live together
- communicate with others both personally and virtually
- share feelings and ideas
- experience relationships and make friends
- conceptualise that there are many dimensions to health
- appreciate what it means to be healthy
- understand that health involves an interdependence between the individual and communities
- identify safe and unsafe situations in homes, school, work and community environments
- explore rules and behaviours
- develop skills to help themselves and others to remain safe and healthy
- collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food

By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.</li> <li>• Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body.</li> <li>• Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life.</li> </ul>		
<b>Health</b> <ul style="list-style-type: none"> <li>• Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations</li> <li>• Describes different stages of the life span and the predictable sequences of growth.</li> <li>• Understands different relationships and, through a variety of experiences, develops cooperative work and social skills.</li> <li>• Explains ways in which communities support their own and others' health.</li> <li>• Plans and practises strategies to maintain safety in the home, school and community.</li> </ul>		



# LANGUAGES OTHER THAN ENGLISH (LOTE)

## Year 3 – Year 5

In this stage of the early years, students learn through communication, understanding language and understanding culture. Students learn to:

- listen and respond to words, phrases and texts to recognise meaning
- learn about the language by identifying patterns and connections within and between language systems
- engage in action-related talk to share meaning
- learn to use the language in the context of everyday experience and routines
- view, read and interact with multimodal texts to recognise and make meaning
- learn about the language by identifying patterns and connections within and between language systems
- develop writing skills, moving from tracing or copying to self-constructed writing of key words or phrases to share meaning
- interact with each other using language to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships in language
- appreciate that diversity exists between language systems
- analyse specific cultural practices and values,
- relate learning to their own experience
- develop self-awareness and a sense of self-worth and potential
- appreciate the diversity of cultures to which people belong

By the end of Middle Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR THREE	YEAR FOUR	YEAR FIVE
<ul style="list-style-type: none"><li>• Make connections between words and phrases and their meanings in spoken texts</li><li>• Use words and phrases to identify or name objects, in social interaction and action-related talk</li><li>• Make connections between words and phrases and their meanings in written texts</li><li>• Share meaning by selecting words and phrases to create a text</li><li>• Recognise key features of the language system, and connections between languages</li><li>• Identify specific cultural practices and values in communities</li><li>• recognise patterns across cultures in relation to own experience</li><li>• Make connections between phrases and their meanings</li><li>• respond to instructions, questions and requests</li><li>• Express own ideas</li><li>• respond appropriately in group activities and in social contexts</li><li>• Make connections by identifying key information and ideas in texts and sharing with others</li><li>• Share meaning by completing and creating written texts</li><li>• Apply conventions of spoken and written forms of the language in own communication</li><li>• Recognise the personal and shared value of cultural knowledge and identity</li><li>• Recognise the significance of practices and patterns across cultures</li></ul>		