| **Knowledge and understanding** |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies*****(By the end of Year 4)*** | **Digital Technologies*****(By the end of Year 4)*** | **Health and Physical Education** ***(By the end of Year 4)***  |
| Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) | Recognise, model, represent and order numbers to at least 10 000 (ACMNA052) | Science knowledge helps people to understand the effect of their actions (ACSHE051) | Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) | Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010) | Recognise different types of data and explore how the same data can be represented in different ways (ACTDIK008) | Investigate how emotional responses vary in depth and strength (ACPPS038) |
| Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) | Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) |  |  |  |  |  |
|  | Recognise and explain the connection between addition and subtraction (ACMNA054) |  |  |  |  |  |
|  | Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055) |  |  |  |  |  |
|  | Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056) |  |  |  |  |  |
|  | Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058) |  |  |  |  |  |

| **Competencies and skills** |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies*****(By the end of Year 4)*** | **Digital Technologies*****(By the end of Year 4)*** | **Health and Physical Education** ***(By the end of Year 4)***  |
| Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483) | Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057) | Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)  | Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056) | Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011) | Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009) | Discuss and interpret health information and messages in the media and internet (ACPPS039) |
| Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) | Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) | Compare results with predictions, suggesting possible reasons for findings (ACSIS215)  | Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057) | Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012) |  | Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) |
|  | 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 (ACMSP069) | Reflect on investigations, including whether a test was fair or not (ACSIS058)  | Draw simple conclusions based on analysis of information and data (ACHASSI058) | Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013) |  |  |
|  | Interpret and compare data displays (ACMSP070) | Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS060)  | Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061) | Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016) |  |  |
| **Responsibility and enterprise** |
| **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies*****(By the end of Year 4)*** | **Digital Technologies*****(By the end of Year 4)*** | **Health and Physical Education** ***(By the end of Year 4)***  |
| Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) | With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS053)  | Pose questions to investigate people, events, places and issues (ACHASSI052) | Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014) | Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012) | Explore how success, challenge and failure strengthen identities (ACPPS033) |
|  | With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSIS054)  | Locate and collect information and data from different sources, including observations (ACHASSI053) | Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015) | Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013) | Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) |
|  | Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (ACSIS055)  | Interact with others with respect to share points of view (ACHASSI059) | Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017) |  |  |
|  |  | Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060) | Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018) |  |  |
|  |  | Why people participate within communities and how students can actively participate and contribute (ACHASSK072) |  |  |  |

| **Knowledge and understanding***Typically by the end of Year 4, students:* |
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| **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Personal and Social Capability** | **Ethical Understanding** |
| model, represent, order and use numbers up to five digits | understand that computer-mediated communications are directed to an audience for a purpose | describe the influence that people, situations and events have on their emotions | identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes |
| visualise, describe and order tenths, hundredths, 1-place and 2-place decimals | identify the value and role of ICT use at home and school | describe personal strengths and challenges and identify skills they wish to develop | discuss actions taken in a range of contexts that include an ethical dimension |
| describe possible outcomes from chance experiments using informal chance language and recognising variations in results |  |  | explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions |

| **Competencies and skills***Typically by the end of Year 4, students:* |
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| **Literacy** | **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding**  |
| navigate, read and view different types of texts with illustrations and more detailed graphics | estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts | explain why located data or information was selected | identify main ideas and select and clarify information from a range of sources | identify communication skills that enhance relationships for particular groups and purposes | consider whether having a conscience leads to ways of acting ethically in different scenarios | explain the dangers of making generalisations about individuals and groups |
| listen to spoken instructions with some detail for undertaking learning area tasks; listen to identify key information in spoken and multimodal texts and respond to texts read aloud | estimate the change from simple purchases |  | collect, compare and categorise facts and opinions found in a widening range of sources | identify a range of conflict resolution strategies to negotiate positive outcomes to problems |  |  |
| interpret literal information and make inferences to expand topic knowledge using comprehension strategies | identify and describe trends in everyday patterns |  | identify and apply appropriate reasoning and thinking strategies for particular outcomes |  |  |  |
| compose and edit a range of learning area texts | solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals |  |  |  |  |  |
| use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts | collect, record and display data as tables, diagrams, picture graphs and column graphs |  |  |  |  |  |
| plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements |  |  |  |  |  |  |
| use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts |  |  |  |  |  |  |
| differentiate between the language of opinion and feeling and the language of factual reporting or recording |  |  |  |  |  |  |
| use growing subject-specific vocabulary to read, discuss and write about learning area topics |  |  |  |  |  |  |
| identify the effects of choices in the construction of images, including framing and composition |  |  |  |  |  |  |

| **Responsibility and enterprise***Typically by the end of Year 4, students:* |
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| **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding**  |
| acknowledge when they use digital products created by someone else, and start to indicate the source | pose questions to expand their knowledge about the world | consider, select and adopt a range of strategies for working independently and taking initiative | examine the links between emotions, dispositions and intended and unintended consequences of their actions on others | identify and describe variability within and across cultural groups |
| independently apply standard guidelines and techniques for particular digital systems to secure digital information | expand on known ideas to create new and imaginative combinations | persist with tasks when faced with challenges and adapt their approach where first attempts are not successful | identify and describe shared values in familiar and unfamiliar contexts | identify and describe shared perspectives within and across various cultural groups |
| apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences | explore situations using creative thinking strategies to propose a range of alternatives | discuss the value of diverse perspectives and describe a point of view that is different from their own | investigate children’s rights and responsibilities at school and in the local community | imagine and describe the feelings of others in a range of contexts |
| Use ICT to plan an information search or generation of information, recognising some pattern within the information | experiment with a range of options when seeking solutions and putting ideas into action | identify the various communities to which they belong and what they can do to make a difference | describe different points of view associated with an ethical dilemma and give possible reasons for these differences |  |
| locate, retrieve or generate information from a range of digital sources | transfer and apply information in one setting to enrich another | describe characteristics of cooperative behaviour and identify evidence of these in group activities |  |  |
| use ICT to generate ideas and plan solutions | draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion | contribute to and predict the consequences of group decisions in a range of situations |  |  |
| create and modify simple digital solutions, creative outputs or data representation/ transformation for particular purposes | explain and justify ideas and outcomes | discuss the concept of leadership and identify situations where it is appropriate to adopt this role |  |  |
| use appropriate ICT tools safely to share and exchange information with appropriate known audiences |  |  |  |  |