

HILLCREST CHRISTIAN COLLEGE



YEARS 3-4 HANDBOOK

TABLE OF CONTENTS

JUNIOR SCHOOL CURRICULUM	1
YEARS 3-4	1
THE ARTS	2
CHRISTIAN STUDIES - YEARS 1-4	4
DIGITAL TECHNOLOGIES	5
ENGLISH	6
HEALTH AND PHYSICAL EDUCATION	7
HUMANITIES AND SOCIAL SCIENCES	8
LANGUAGES - GERMAN PREP-YEAR 2	10
MATHEMATICS	11
PERSONAL AND SOCIAL LEARNING	12
SCIENCE	13

JUNIOR SCHOOL CURRICULUM

The development of the whole child is important, in terms of academic, social, physical, emotional and spiritual growth.

The Junior School curriculum is broad and balanced. It caters for a range of student needs and abilities. In order to cater for different learning styles and maximize student learning, teachers use a variety of teaching strategies together with a range of dynamic student groupings. Junior School students benefit from the care of dedicated, professional teachers who bring a commitment to teaching Christian values within a curriculum designed to lay the foundations for future learning. Four key values are particularly modelled and instilled in students: respect, kindness, honesty and excellence.

There is a particular emphasis on Literacy and Numeracy during these important foundation years. Literacy sessions are carefully planned to ensure students learn to use language effectively, developing the skills to form and convey ideas, inform, discuss, persuade and entertain. The numeracy program addresses concepts in the areas of number and algebra; measurement and geometry; statistics and probability. All other subjects are also guided by the Australian Curriculum.

Students in the Junior School are encouraged to inquire about their world through participating in meaningful topics which draw upon their personal experiences, interests, knowledge and skills and allow them to make connections about concepts.

Student progress is closely monitored throughout the year and data collected from assessments is used to plan and develop the curriculum, as well as to review and reflect upon classroom practice.

YEARS 3-4

In Years 3 and 4, students become more independent: they communicate with others more effectively. English and Mathematics continue to be a priority, and literacy and numeracy are developed across all learning areas. The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write'.

From ACARA Information for Parents The Australian Curriculum – Years 3 and 4

THE ARTS

Each person is made in God's image with a unique set of talents and interests. The arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. They have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their God given creative and expressive potential.

Subjects

Music

Visual Arts

Music Achievement Standard

By the end of Years 3 - 4, students will

- describe and discuss similarities and differences between music they listen to, compose and perform
- discuss how they and others use the elements of music in performance and composition
- collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas
- demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression

Music Areas of Study

Aural Skills	Explore, imitate and recognise elements of music including dynamics, pitch and rhythm patterns
Perform	Practise singing, playing instruments and improvising Use elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community
Compose	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume
Respond	Identify intended purposes and meanings as they listen to music Use the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples

Music Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Aural Skills, Performing, Composing and Responding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

Visual Arts Achievement Standard

By the end of Years 3 - 4, students will

- describe and discuss similarities and differences between artworks they make, present and view
- discuss how they and others use visual conventions in artworks
- collaborate to plan and make artworks that are inspired by artworks they experience
- use visual conventions, techniques and processes to communicate their ideas

Visual Arts Areas of Study

Explore	Investigate ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations
Use	Apply materials, techniques and processes to explore visual conventions when making artworks
Create	Present artworks and describe how they have used visual conventions to represent their ideas
Respond	Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples.

Visual Arts Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Exploring, Using, Creating and Responding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

CHRISTIAN STUDIES - YEARS 1-4

The mission of Hillcrest Christian College is to partner with parents and the wider community to help develop within each student the ability and desire to find and fulfil the will of God for their lives. Each student will be encouraged to develop Christian faith and character as they pursue excellence at an academic, creative and practical level, all of which are valuable.

Christian Studies in Years 1-4 is based on the Connect resources published by Christian Education Publications. Built on a three-year cycle, Connect resources introduce students to the key components and themes of the Bible and Christian belief while encouraging them to apply the learning to their own lives.

Three Year Cycle

Cycle A	Students will become familiar with God who made us, who loves us and saves us from the consequences of turning against him. They will learn how God is always faithful to his people and what it means for people to have faith in God.
Cycle B	Students will learn about people who received promises from God and will come to understand that God's promises can be trusted. They will learn how Jesus fulfils God's promises and why people continue to trust Jesus today.
Cycle C	Students will learn about God the King and how he calls people to live under his leadership. They will understand that although people reject God's kingship and experience the consequences of their rejection, God's kingdom plan continues. Students will consider how Jesus reveals God's kingdom and how, by trusting Jesus as King, people can be part of God's kingdom forever.

Areas of Study

Cycle A			
Introduces students to God and his Word	Old Testament focus	Term 1	God our creator who loves us and saves us
		Term 2	Trusting God who is faithful
	New Testament focus	Term 3	Jesus' teaching about having faith in God
		Term 4	Trusting and following Jesus

Cycle B			
Explores how God makes and keeps His promises	Old and New Testament focus	Term 1	Who is Jesus? Luke's Gospel
		Term 2	God's big promises: Abraham to Joseph
		Term 3	God keeps His promises: Moses to the Promised Land
		Term 4	God's promises to the whole world: the book of Romans

Cycle C			
God's kingdom is eternal and because of Jesus we can be part of it	Old Testament focus	Term 1	God's great kingdom plan: Part 1 Samuel to David
		Term 2	God's great kingdom plan: Part 2 Solomon to Nehemiah
	New Testament Focus	Term 3	Jesus is the King of God's Kingdom: John's Gospel
		Term 4	Living in God's Kingdom: Being a King's kid

Assessment

There is no formal assessment undertaken in Christian Studies. Students are encouraged to consider how to respond in their own lives to the person of Jesus and to God's communication to them through the Bible.

DIGITAL TECHNOLOGIES

As digital technologies have increasing potential to shape the world in which we live, it is critical to the wellbeing and sustainability of society and the environment that the benefits of information systems are exploited ethically. The Australian Curriculum: Digital Technologies enables students to be creative and discerning decision-makers when working with traditional, contemporary and emerging technologies.

Australian Curriculum Strands

Digital Technologies knowledge and understanding
Digital Technologies processes and production skills

Achievement Standard

By the end of Years 3 - 4, students will

- describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes
- explain how the same data sets can be represented in different ways
- define simple problems, design and implement digital solutions using algorithms that involve decision making and user input
- explain how the solutions meet their purposes
- collect and manipulate different data when creating information and digital solutions
- safely use and manage information systems for identified needs using agreed protocols
- describe how information systems are used

Areas of Study

Knowledge and understanding	Processes and production skills
Digital systems <ul style="list-style-type: none">• the components of digital systems: hardware, software and networks and their use Representation of Data <ul style="list-style-type: none">• how is data represented and structured symbolically	Collecting, managing and analysing data Creating digital solutions by: <ul style="list-style-type: none">• investigating and defining• generating and designing• producing and implementing• evaluating• collaborating and managing

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation Digital Technologies knowledge and understanding and Digital Technologies processes and production skills. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

ENGLISH

Language in all its forms enables the individual to communicate effectively and build relationship with God and others in society. Australian Curriculum: English develops confident communicators, imaginative thinkers and informed citizens. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

Australian Curriculum Strands

Language
Literature
Literacy

Achievement Standard

By the end of Years 3 - 4, students will

Listening, Reading and Viewing

- understand that texts have different text structures depending on purpose and context
- explain how language features, images and vocabulary are used to engage the interest of audiences
- describe literal and implied meaning connecting ideas in different texts
- fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words
- express preferences for particular types of texts, and respond to others' viewpoints
- listen for and share key points in discussions

Speaking, Writing and Creating

- use language features to create coherence and add detail to their text
- understand how to express an opinion based on information in a text
- create texts that show understanding of how images and detail can be used to extend key ideas
- create structured texts to explain ideas for different audiences
- make presentations and contribute actively to class and group discussions, varying language according to context
- demonstrate understanding of grammar
- select vocabulary from a range of resources
- use accurate spelling and punctuation
- re-read and edit their work to improve meaning

Areas of Study

Language	Literature	Literacy
Knowing about the English language	Understanding, appreciating, responding to, analysing and creating literary texts	Expanding the repertoire of English usage

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Listening, Reading and Viewing and to Speaking, Writing and Creating. In addition, standardised tests in the form of the PAT Reading and the PROBE 2 Reading Comprehension Assessment are used to measure and track student achievement in reading comprehension, word knowledge and spelling. Assessment provides information for teachers to use in planning for student learning, students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

HEALTH AND PHYSICAL EDUCATION

Developing respect for self and others is an expression of the belief that each person is made in God's image. In Health and Physical Education students start to learn more about themselves and explore how to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities. They develop skills to not only cope with life's challenges but to flourish as healthy, safe and active individuals.

Australian Curriculum Strands

Personal, Social and Community Health

Movement and Physical Activity

Achievement Standard

By the end of Years 3 - 4, students will

- recognise strategies for managing change
- identify influences that strengthen identities
- investigate how emotional responses vary
- understand how to interact positively with others in a variety of situations
- interpret health messages and discuss the influences on healthy and safe choices
- understand the benefits of being healthy and physically active
- describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity
- apply strategies for working cooperatively
- apply rules fairly
- use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active
- refine fundamental movement skills
- apply movement concepts and strategies in a variety of physical activities and to solve movement challenges
- create and perform movement sequences using fundamental movement skills and the elements of movement

Areas of Study

Personal, Social and Community Health	Being healthy, safe and active	Movement and Physical Activity	Moving our body
	Communicating and interacting for health and wellbeing		Understanding movement
	Contributing to healthy and active communities		Learning through movement

Assessment

A range of assessment tasks and activities are designed to produce authentic work samples which provide evidence of student learning in relation to Personal, Social and Community Health and to Movement and Physical Activity. Assessment provides information for teachers to use in planning for student learning, students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Science subjects provide a broad understanding of the world in which we live, and provide the context to explore how we can be God’s people in social, cultural, environmental, economic and political contexts. In the Australian Curriculum, the Humanities and Social Sciences learning area for Years 3-4 includes a study of history, geography and civics and citizenship.

Australian Curriculum Strands

Inquiry and Skills

Knowledge and Understanding History

Knowledge and Understanding Geography

Achievement Standard

By the end of Years 3 - 4, students will

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

Areas of Study

	Year 3	Year 4
History Inquiry Questions	<p>Who lived here in Australia first and how do we know?</p> <p>How has our community changed? What features have been lost and what features have been retained?</p> <p>What is the nature of the contribution made by different groups and individuals in the community?</p> <p>How and why do people choose to remember significant events of the past?</p>	<p>What are the main natural and human features of Australia?</p> <p>How and why are places similar and different?</p> <p>What would it be like to live in a neighbouring country?</p>
Geography Inquiry Questions	<p>Why did the great journeys of exploration occur?</p> <p>What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?</p>	<p>How does the environment support the lives of people and other living things?</p> <p>How do different views about the environment influence approaches to sustainability?</p>

	Why did the Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?	How can people use environments more sustainably?
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Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to the History and Geography inquiry questions and the achievement standard. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for parents to use in reporting on student progress in relation to the achievement standard.

LANGUAGES - GERMAN

Language in all its forms enables the individual to communicate effectively and build relationship with God and with others. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Australian Curriculum: Languages, Foundation to Year 10 – German is pitched to second language learners; that is, to the dominant cohort of learners of the language in the current Australian context.

Australian Curriculum Strands

Communicating

Understanding

Achievement Standard

By the end of Years 3 - 4, students will

- respond to instructions and use formulaic expressions to interact, ask questions, seek assistance and make statements related to their personal worlds
- reproduce German short and long single vowel and diphthong sounds
- create short, simple sentences from modelled language and use coordinating conjunctions
- use some forms of common regular verbs in the present tense, some irregular verb forms, limited forms of modal verbs, simple past tense verbs and the accusative case
- respond to and use interrogatives
- refer to time, manner and place using familiar words and phrases
- compare aspects of German and English language and culture that are reflected in texts
- create texts in German and English for the classroom and school community
- identify ways in which culture influences aspects of communication in routine exchanges such as greetings
- describe their own sense of identity, including elements such as family, cultural heritage and friends
- identify German as an important European and global language and give examples showing how it is related to English
- give examples of how language and culture are intrinsically linked
- identify cultural values, traditions or practices that are conveyed in words and expressions they and others use

Areas of Study

Communicating	Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action
	Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge
	Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music
	Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
	Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity
Understanding	Systems of Language	Understanding language as a system, including sound, writing, grammatical and textual conventions
	Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
	The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Communicating and Understanding. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

MATHEMATICS

Mathematics has its own value and beauty as part of God's order and design. Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life. It also instils an appreciation of the elegance and power of mathematical reasoning.

Australian Curriculum Strands

Number and Algebra
Measurement and Geometry
Statistics and Probability

Achievement Standard

By the end of Years 3 - 4, students will

- choose appropriate strategies for calculations involving multiplication and division
- recognise common equivalent fractions in familiar contexts
- make connections between fraction and decimal notations up to two decimal places
- solve simple purchasing problems
- identify and explain strategies for finding unknown quantities in number sentences
- describe number patterns resulting from multiplication
- compare areas of regular and irregular shapes using informal units
- solve problems involving time duration
- interpret information contained in maps
- identify dependent and independent events
- describe different methods for data collection and representation, and evaluate their effectiveness
- use the properties of odd and even numbers
- recall multiplication facts to 10 x 10 and related division facts
- locate familiar fractions on a number line
- continue number sequences involving multiples of single digit numbers
- use scaled instruments to measure temperatures, lengths, shapes and objects
- convert between units of time
- create symmetrical shapes and patterns
- classify angles in relation to a right angle
- list the probabilities of everyday events
- construct data displays from given or collected data

Areas of Study

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value	Using units of measurement	Chance
Patterns and Algebra	Shape	Data representation and interpretation
Fractions and decimals	Location and transformation	
Money and financial mathematics	Geometric reasoning	

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Number and Algebra, Measurement and Geometry and to Statistics and Probability. In addition, standardised tests in the form of the PAT Maths are used to measure and track student achievement. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

PERSONAL AND SOCIAL LEARNING

Personal and social capability supports students in becoming creative and confident individuals who, manage their emotional, mental, spiritual and physical wellbeing. In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and effectively manage their relationships and learning.

Australian Curriculum Key Ideas

Self-Awareness

Self-Management

Social Awareness

Social Management

Achievement Standard

By the end of Years 3 - 4 students

- describe personal strengths and challenges and identify skills they wish to develop
- consider, select and adopt a range of strategies for working independently and taking initiative
- explain the value of self-discipline and goal-setting in helping them to learn
- identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
- discuss the value of diverse perspectives and describe a point of view that is different from their own
- identify communication skills that enhance relationships for particular groups and purposes
- discuss the concept of leadership and identify situations where it is appropriate to adopt this role
- identify a range of conflict resolution strategies to negotiate positive outcomes to problems

Areas of Study

Self-awareness	Self-management
Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Identify their abilities, talents and interests as learners	Express emotions appropriately Develop self-discipline and goals Work independently and show initiative Become confident, resilient and adaptable
Social Awareness	Social Management
Appreciate diverse perspectives Contribute to civil society Understand relationships	Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills

Assessment

A range of assessment activities and teacher observations are designed to produce authentic evidence of student learning in relation to Self-awareness, Self-management, Social Awareness and Social Management. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.

SCIENCE

Science is a dynamic, collaborative and creative human endeavour arising from our desire to explore the world God has created through investigating, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Australian Curriculum Strands

Science Understanding
Science Inquiry Skills
Science as Human Endeavour

Achievement Standard

By the end of Years 3 - 4, students will

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

Areas of Study

	Year 3	Year 4
Biological Sciences	Living things can be grouped on the basis of observable features and can be distinguished from non-living things	Living things have life cycles Living things depend on each other and the environment to survive
Chemical Sciences	A change of state between solid and liquid can be caused by adding or removing heat	Natural and processed materials have a range of physical properties that can influence their use
Earth and Space Sciences	Earth's rotation on its axis causes regular changes, including night and day	Earth's surface changes over time as a result of natural processes and human activity
Physical Sciences	Heat can be produced in many ways and can move from one object to another	Forces can be exerted by one object on another through direct contact or from a distance

Assessment

A range of assessment tasks are designed to produce authentic work samples which provide evidence of student learning in relation to Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Assessment provides information for teachers to use in planning for student learning, for students to use in improving their learning and for teachers to use in reporting to parents on student progress in relation to the achievement standard.