

BURRENDAH CURRICULUM SUMMARY OVERVIEW		
ENGLISH		
YEAR 4	YEAR 5	YEAR 6
<p>Reading and Viewing By the end of Year 4 students can:</p> <ul style="list-style-type: none"> understand how that texts have different text structures depending on the 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; and listen for and share key points in discussions. <p>Writing and Creating By the end of Year 4 students understand how:</p> <ul style="list-style-type: none"> language features are used to create coherence and add detail to their texts; to create texts that show understanding of how images and detail can be used to extend key ideas; to create structured texts to explain ideas for different audiences; to demonstrate understanding of grammar; to select vocabulary from a range of resources; to use accurate spelling and punctuation; to re-read and edit their work to improve meaning; to punctuate appropriately to the purpose and context of their writing; and to write using joined letters that are accurately formed and consistent in size. <p>Speaking and Listening: By the end of Year 4 students understand how:</p> <ul style="list-style-type: none"> to express an opinion based on information in a text; to make presentations and contribute actively to class and group discussions, varying language according to context; 	<p>Reading and Viewing By the end of Year 5 students can:</p> <ul style="list-style-type: none"> explain how text structures assist in understanding the text; understand how language features, images and vocabulary influence interpretations of characters, setting and events; when reading use phonic, grammatical semantic and contextual knowledge to decode unfamiliar words; analyse and explain literal and implied information from a variety of texts; describe how events, characters and settings in texts are depicted and explain their responses to them; and listen and ask questions to clarify content. <p>Writing and Creating By the end of Year 5 students understand how:</p> <ul style="list-style-type: none"> to create imaginative, informative and persuasive texts for different purposes and audiences; to demonstrate understanding of grammar using a variety of sentence types; to select subject specific vocabulary; to use accurate spelling and punctuation; to edit their work for cohesive structure and meaning; to punctuate appropriately to the purpose and context of their writing; and to write using joined letters that are accurately formed and consistent in size. <p>Speaking and Listening: By the end of Year 5 students understand how:</p> <ul style="list-style-type: none"> to use language features to show how ideas can be extended; to describe and explain a point of view about a text; to select information, ideas and images from a range of resources; to make presentations which include multimodal elements for defined purposes; to contribute actively to class and group discussions; to take into account other peoples' perspectives; 	<p>Reading and Viewing: By the end of Year 6 students understand how:</p> <ul style="list-style-type: none"> to use text structures to achieve particular effects to analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events; to compare and analyse information in different and complex texts, explaining literal and implied meaning; and to select and use evidence from a text to explain their response to it. <p>Writing and Creating: By the end of Year 6 students understand how:</p> <ul style="list-style-type: none"> language features and language patterns can be used for emphasis; to show how specific details can be used to support a point of view; to explain their choices of language features and images used; to create detailed texts elaborating key ideas for a range of purposed and audiences; to demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing; to use accurate spelling and punctuation for clarity; and to make and explain editorial choices based on criteria to write using joined letters that are accurately formed and consistent in size. <p>Speaking and Listening: By the end of Year 6 students understand how:</p> <ul style="list-style-type: none"> to listen to discussions, clarifying content and challenging others' ideas; language features and language patterns can be used for emphasis; to show how specific details can be used to support a point of view; to explain how their choices of language features and images are used; to make presentations; to contribute actively to class and group discussion, using a variety of strategies for effect; and
MATHEMATICS		
YEAR 4	YEAR 5	YEAR 6
<p>By the end of Year 4 students can: NUMBER and ALGEBRA</p> <ul style="list-style-type: none"> choose appropriate strategies for calculations involving multiplication and division; recall multiplication facts to 10 X 10 and related division facts; use the properties of odd or even numbers; identify and explain strategies for finding unknown quantities in number sentences; describe number patterns resulting from multiplication; continue number sequences involving multiples of single digit numbers; recognise common equivalent fractions in familiar contexts; make connections between fraction and decimal notations up to two decimal places; locate familiar fraction on a number line; solve simple purchasing problems; create symmetrical shapes and patterns; <p>MEASUREMENT and GEOMETRY</p> <ul style="list-style-type: none"> make models of three-dimensional objects; can interpret information contained in maps; compare areas of regular and irregular shapes using informal units; classify angles in relation to a right angle; use metric units for length, mass and capacity; tell the time to the nearest minute; convert between units of time; use scaled instruments to measure temperatures, lengths, shapes and objects; <p>STATISTICS and PROBABILITY</p> <ul style="list-style-type: none"> list the probabilities of everyday events; identify <i>dependent</i> and <i>independent</i> events; describe different methods for data collection and representation, and evaluate their effectiveness; and construct data displays from given or collected data; 	<p>By the end of Year 5 students can:</p> <ul style="list-style-type: none"> solve simple problems involving the four operations using a range of strategies; check the reasonableness of answers using estimation and rounding; identify and describe factors and multiples; recall multiplication facts to 10 X 10 and related division facts; identify and explain strategies for finding unknown quantities in number sentences involving the four operations; explain simple budgets; order decimals and locate them on a number line; order unit fractions and locate them on a number line; add and subtract fraction with the same denominator; continue patterns by adding and subtracting fractions and decimals, which includes money. <p>MEASUREMENT and GEOMETRY</p> <ul style="list-style-type: none"> connect 3D objects with their 2D representations; describe transformations of 2D shapes; identify line and rotational symmetry; make models of three-dimensional objects; use a grid reference system to locate landmarks; use appropriate units of measurement for length, area, volume, capacity and mass; calculate perimeter and area of rectangles; measure and construct different angles; convert between 12 and 24 hour time; <p>STATISTICS and PROBABILITY</p> <ul style="list-style-type: none"> interpret different data sets; list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1 identify <i>dependent</i> and <i>independent</i> events; pose questions to gather data; and construct data displays appropriate for the data; 	<p>By the end of Year 6 students can: NUMBER and ALGEBRA</p> <ul style="list-style-type: none"> recognise the properties of prime, composite square and triangular numbers; describe the use of integers in everyday contexts; locate fractions and integers on a number line; calculate a simple fraction of a quantity; solve problems involving all 4 operations with whole numbers; write correct number sentences using brackets and order of operations; connect fractions, decimals and percentages as different representations of the same number; solve problems involving the addition and subtraction of related fractions; add, subtract and multiply decimals and where the result is rational; calculate common percentage discounts on sale items; make connections between the powers of 10; make connections between the multiplication and division of decimals; and describe rules used in sequences involving whole numbers, fractions and decimals; <p>MEASUREMENT and GEOMETRY</p> <ul style="list-style-type: none"> connect decimal representations to the metric system; choose appropriate units of measurement to perform a calculation; make connections between capacity and volume; solve problems involving length and area; interpret timetables; describe combinations of transformations; solve problems using the properties of angles; and locate an ordered pair in any one of the four Cartesian plane <p>STATISTICS and PROBABILITY</p> <ul style="list-style-type: none"> compare observed and expected frequencies; interpret and compare a variety of data displays including those displays for tow categorical variables; interpret secondary data displayed in media; and describe probabilities using simple fractions, decimals and percentages.
HUMANITIES and SOCIAL SCIENCES		
GEOGRAPHY		
YEAR 4	YEAR 5	YEAR 6
<p>The Earth's environment sustains all life</p> <p>By the end of Year 4 students can:</p> <ul style="list-style-type: none"> identify the location of Africa and Europe and their major countries in relationship to Australia; identify the main characteristics of Australia's natural environments; describe the importance of the interconnections between people, plants and animals in Australia and in other countries; recognise that people have different views on the sustainable use of natural resources; and describe how natural resources can be manages and protected. 	<p>Factors that shape the environmental characteristics of places</p> <p>By the end of Year 5 students can:</p> <ul style="list-style-type: none"> identify the location of North and South America and their major countries in relationship to Australia; describe the characteristics places; describe the interconnections between places, people and environments; identify the impact of these interconnections; and identify how people manage and respond to geographical challenge. 	<p>A diverse and connected world</p> <p>By the end of Year 6 students can:</p> <ul style="list-style-type: none"> identify the location of Asia and its major countries, in relation to Australia; recognise the geographical and cultural diversity of places; describe the physical and human characteristics of specific places at the local to global scale; identify that people, places and environments are interconnected; and describe how these interconnections lead to change.

HISTORY		
YEAR 4	YEAR 5	YEAR 6
First Contacts By the end of Year 4 students can: <ul style="list-style-type: none"> • describe the connection that Australia’s First Peoples have to Country/Place; • identify the impact of contact on Indigenous peoples in Australia as a result of exploration and colonisation; • identify the impact of contact on other countries of the world as a result of exploration and colonisation; • identify the significance of past event in bringing about change; • describe the experiences of an individual or a group over time; • explain how and why life changed in the past; and • identify aspects of the past that have remained the same. 	The Australian Colonies By the end of Year 5 students can: <ul style="list-style-type: none"> • identify the cause and effect of change on Australia’s colonies; • describe aspects of the past that have remained the same; • describe the different experiences of people in the past; and • recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony. 	Australia as a nation By the end of Year 6 students can: <ul style="list-style-type: none"> • explain the significance of an individual, group or event on the Federation of Australia; • identify ideas and/or influences of other systems on the development of Australia as a nation; • describe continuity and change in relation Australia’s democracy and citizenship; • compare experiences of migration; and • describe the cause and effect of change on society.
CIVICS AND CITIZENSHIP		
YEAR 4	YEAR 5	YEAR 6
Government and Society By the end of Year 4 students can: <ul style="list-style-type: none"> • identify the role of local government in the community; • recognise that people’s identity can be shaped through participation in a community group; • distinguish between rules and laws; and • identify that rights and responsibilities are important in maintaining social cohesion. 	Roles, Responsibilities and Participation By the end of Year 5 students can: <ul style="list-style-type: none"> • identify the key features of Australia’s democracy; • describe the electoral process; • explain the significance of laws and how they are enforced; and • describe how participation in groups can benefit the community. 	Australia’s system of government and citizenship By the end of Year 6 students can: <ul style="list-style-type: none"> • recognise that Australia’s democracy is based on the Westminster system; • describe the roles and responsibilities of each level of government; • describe how laws are made; • identify the democratic values associated with Australian citizenship; and • describe the rights and responsibilities of being an Australian citizen.
ECONOMICS and BUSINESS		
YEAR 4	YEAR 5	YEAR 6
<i>Not an area of study in Year 4</i>	Wants, resources and choices By the end of Year 5 students can: <ul style="list-style-type: none"> • identify the imbalance between wants and resources; • identify the impact of scarcity on resource allocation; and • identify that when making choices people use strategies to inform their purchasing and financial decisions. 	Trade-offs and impacts of consumer and financial decisions By the end of Year 6 students can: <ul style="list-style-type: none"> • identify the imbalance between needs and wants; • describe how the allocation of resources involves trade-offs; • identify the advantages and disadvantages of specialisation in terms of the different ways business organise the provision of goods and services; • identify the factors that influence consumer decisions when making choices; and • identify the consequences of those choices for businesses and the consumer.