

Year 4 Achievement Standards



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| <p>Religion</p> | <p>At Standard, students formulate and explore people’s questions about being created by God and make connections between their humanity and Jesus’ humanity. They provide examples that illustrate Jesus’ teachings about the Kingdom of God as a place where people choose to live in a loving relationship with God and each other. Students recall the Last Supper as the Jewish Passover meal Jesus shared with his Apostles the night before he died. They describe how at the Last Supper Jesus instituted the Eucharist and showed his Apostles how to continue his work.</p> <p>Students describe how the followers of Jesus, the Church, are inspired by the Holy Spirit and share common beliefs and practices. They identify the importance of the Mass as a memorial of the life and teachings of Jesus and as a means for living God’s Kingdom. Students explain how prayer and the celebration of the Sacraments are also examples of participating in the Eucharistic life of the Church. They explore the lives of Mary, the Mother of Jesus, St Peter, St Paul and the other Apostles and describe how these early Christians are role models of faithfulness to God.</p> |
| <p>English</p> | <p>Reading and Viewing</p> <p>At Standard, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others’ viewpoints. They fluently read texts that include varied sentence structures and unfamiliar vocabulary, including multisyllabic words.</p> <p>Writing and Creating</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They 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. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</p> <p>Speaking and Listening</p> <p>Students listen for and share key points in discussions. They 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. They 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. They make presentations and contribute actively to class and group discussions, varying language according to context.</p> |
| <p>Mathematics</p> | <p>Number and Algebra</p> <p>At Standard, students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students continue number sequences involving multiples of single-digit numbers. They choose appropriate strategies for calculations involving multiplication and division. Students locate familiar fractions on a number line. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They describe number patterns resulting from multiplication. Students identify and explain strategies for finding unknown quantities in number sentences.</p> <p>Measurement and Geometry</p> <p>Students use scaled instruments to measure temperatures, lengths, shapes and objects. They compare areas of regular and irregular shapes using informal units. Students solve problems involving time duration. They convert between units of time. Students interpret information contained in maps. They create symmetrical shapes and patterns. They classify angles in relation to a right angle.</p> <p>Statistics and Probability</p> <p>Students list the probabilities of everyday events. They identify dependent and independent events. Students describe different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data.</p> |

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| <p>Science</p> | <p>Science Understanding At Standard, students describe how materials can be used and relate this to their observable properties. They 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. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.</p> <p>Science as a Human Endeavour Students identify that science is used to understand the world around them.</p> <p>Science Inquiry Skills Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations. Students use provided tables and construct column graphs to organise data and identify patterns. They suggest explanations for observations and compare their findings with their predictions. Students suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.</p> |
| <p>Humanities and Social Sciences</p> | <p>At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts supported by researched information, and reflect on findings to propose an action.</p> <p>Students identify the role of local government in the community, and recognise that people’s identity can be shaped through participation in a community group. They distinguish between rules and laws and identify that rights and responsibilities are important in maintaining social cohesion.</p> <p>Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the local to global scale. Students recognise that people have different views on the sustainable use of natural resources and describe how they can be managed and protected.</p> <p>Students describe the connection that Australia’s First Peoples have to Country/Place and identify the impact of contact on Indigenous peoples in Australia, and around the world, as a result of exploration and colonisation. They identify the significance of past events in bringing about change and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.</p> |
| <p>The Arts- Music</p> | <p>At Standard, students improvise and organise rhythm patterns in simple time signatures, with some errors. They usually recognise the difference between duple and triple time, and recognise some changes in time signatures and tempos. Students improvise and sing and play pentatonic and simple melodic patterns, with some inconsistencies. They use graphic and/or standard rhythmic and pitch notation, with some inconsistencies. Students identify and incorporate tempo and some dynamics and expressive devices, using some appropriate symbols or terminology, when composing and performing. They identify and describe some instruments and methods of sound production to inform their choices when listening or composing. Students identify some forms and sections within a form. They sing and play with some inconsistencies in tuning, timing and technique, incorporating some dynamics and expression. Students use some teacher feedback to adapt their ideas when rehearsing and performing.</p> |

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| | <p>Students listen and respond to music, and identify instrument families or groups, and some individual instruments. Students provide a link between the use of some elements of music to the composer's purpose, or a particular culture, event or occasion.</p> |
| The Arts- Visual Arts | <p>At Standard, students apply their ideas, skills and techniques to making artwork. Their ideas replicate aspects of other styles. Students apply their ideas by selecting and manipulating relevant materials to create artwork. They enhance their artwork by manipulating shapes, using a variety of lines, colours and textures, organising space and exploring value. Students create artwork, using a range of techniques in selected art forms.</p> <p>Students acknowledge artwork from different social, cultural and historical contexts. With scaffolding, they make observations about an artist's purpose or meaning, using some visual art terminology.</p> |
| Design and Technologies | <p>At Standard, students identify roles people in design and technologies occupations have in the community and ways that products, services and environments are designed and produced to meet community needs, considering sustainability. In Engineering principles and systems, students recognise ways forces and properties of materials, affect the behaviour of a product or system. In Food and fibre production, students identify consumer needs and how technology is used in food and natural fibre production or processing. In Materials and technologies specialisations, students implement safe practices and select suitable materials, systems and components for a range of purposes.</p> <p>With all Design and Technology contexts, students use sequenced steps to design a solution for a given task. They identify and choose the appropriate resources from a given set. Students develop and communicate design ideas and decisions, using annotated drawings and appropriate technical terms. They select and safely use appropriate components and equipment to make solutions. Students use criteria to evaluate and justify simple design processes and solutions for a given task. They work independently, or collaboratively, to plan, safely create and communicate ideas and information for solutions.</p> |
| Digital Technologies | <p>At Standard, students identify different purposes for digital systems and peripheral devices, recognising they can store and transmit a variety of data. They use simple visual programming, including a sequence of steps (algorithms) and branching, students represent data in a range of ways. They create and communicate ideas and information and use software to collect and represent different types of data, using agreed protocols (netiquette).</p> <p>In Digital Technologies, students use algorithms (sequenced steps) to design a solution for a given digital task. They identify and choose the appropriate resources from a given set. Students develop and communicate design ideas and decisions, using annotated drawings and appropriate technical terms. They select and safely use appropriate components and equipment to make solutions. Students use criteria to evaluate and justify simple design processes and solutions for a given digital task. They work independently, or collaboratively, to plan, safely create and communicate ideas and information for solutions.</p> |
| Health Education | <p>At Standard, students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They know where to go or who to speak with to get help in a variety of different environments, including at home and at school.</p> <p>Students explain behaviours which convey respect and empathy and contribute to positive relationships. They interpret health information and messages, and discuss ways these can influence health decisions and behaviours.</p> |

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| <p>Physical Education</p> | <p>At Standard, students perform a variety of fundamental movement skills, including locomotor and object control skills, and combine them with simple tactics when participating in physical activities and minor games to solve movement challenges. They improve their performance in a variety of contexts through the application of previously learned skills.</p> <p>Students describe the benefits of participating in regular physical activity, including improved sleep and social contact. In physical activities and minor games, they apply strategies for working cooperatively and follow basic rules to ensure safety and fairness for all.</p> |
| <p>Auslan (Languages)</p> | <p>By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or ... RIGHT PRO1? They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN^{-that direction}. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions.</p> <p>They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.</p> <p>Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and involves both visible and invisible elements.</p> |