



**Topic 6: Improving my community**

**YEAR 3**

Content descriptions	Activity					
	1	2	3	4	5	6
<b>English</b>						
<b>Text structure and organisation</b>						
Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together (AC9E3LA04)			✓			
<b>Interacting with others</b>						
Use interaction skills to contribute to conversations and discussions to share information and ideas (AC9E3LY02)	✓			✓		✓
<b>Creating texts</b>						
Plan, create, edit and publish imaginative, informative, and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic- specific vocabulary and correct spelling of most high-frequency and phonetically regular words (AC9E3LY06)			✓			
Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic- specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume (AC9E3LY07)						✓

Content descriptions	Activity					
	1	2	3	4	5	6
<b>Phonics and word knowledge</b>						
Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words (AC9E3LY11)			✓			
Recognise and know how to write most high-frequency words including some homophones (AC9E3LY12)			✓			
<b>Mathematics</b>						
<b>Statistics</b>						
Acquire data for categorical and discrete numerical variables to address a question of interest or purpose using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created (AC9M4ST01)	✓					
Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context (AC9M3ST02)	✓					
Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest (AC9M3ST03)	✓					
<b>HASS</b>						
<b>Civics and Citizenship</b>						
Why people participate within communities and how students can actively participate and contribute to communities (AC9HS3K07)					✓	✓
<b>Questioning and researching</b>						
Develop questions to guide investigations about people, events, places and issues (AC9HS3S01)	✓					
Locate, collect and record information and data from a range of sources, including annotated timelines and maps (AC9HS3S02)	✓	✓				
<b>Interpreting, analysing and evaluating</b>						
Interpret information and data displayed in different formats (AC9HS3S03)	✓					

Content descriptions	Activity					
	1	2	3	4	5	6
Analyse information and data, and identify perspectives (AC9HS3S04)	✓					
<b>Concluding and decision-making</b>						
Present descriptions and explanations, using ideas in sources and relevant subject-specific terms (AC9HS3S07)	✓	✓		✓	✓	✓
Propose actions or responses to an issue or challenge that consider possible effects of actions (AC9HS3S06)			✓		✓	✓
<b>HASS</b>						
<b>Communicating</b>						
Present descriptions and explanations, using ideas in sources and relevant subject-specific terms (AC9HS3S07)			✓			✓
<b>Health and Physical Education</b>						
<b>Interacting with others</b>						
Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)						✓
Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities (AC9HP4P05)				✓		

YEAR 4

Content descriptions	Activity					
	1	2	3	4	5	6
<b>English</b>						
<b>Interacting with others</b>						
Listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information (AC9E4LY02)	✓			✓		✓
<b>Creating texts</b>						
Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation (AC9E4LY06)			✓			
Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume (AC9E4LY07)						✓
Write words using clearly formed joined letters, with developing fluency and automaticity (AC9E4LY08)			✓			
<b>Phonics and word knowledge</b>						
Read and write high-frequency words including homophones and know how to use context to identify correct spelling (AC9E4LY11)			✓			
<b>Mathematics</b>						
<b>Statistics</b>						
Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets (AC9M3ST01)	✓					
Analyse the effectiveness of different displays or visualisations in illustrating and comparing data distributions, then discuss the shape of distributions and the variation in the data (AC9M4ST02)	✓					
Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results (AC9M4ST03)	✓					

Content descriptions	Activity					
	1	2	3	4	5	6
<b>HASS</b>						
<b>Civics and Citizenship</b>						
The roles of local government and how members of the community use and contribute to local services (AC9HS4K08)	✓		✓		✓	✓
<b>Questioning and researching</b>						
Locate, collect and record information and data from a range of sources, including annotated timelines and maps (AC9HS4S02)	✓	✓				
<b>Interpreting, analysing and evaluating</b>						
Interpret information and data displayed in different formats (AC9HS4S03)	✓					
Analyse information and data, and identify perspectives (AC9HS4S04)						
<b>Concluding and decision-making</b>						
Draw conclusions based on analysis of information (AC9HS4S05)	✓	✓		✓		
Propose actions or responses to an issue or challenge that consider possible effects of actions (AC9HS4S06)			✓		✓	✓
<b>Communicating</b>						
Present descriptions and explanations using ideas from sources and relevant subject-specific terms (AC9HS4S07)	✓		✓			✓
<b>Health and Physical Education</b>						
<b>Interacting with others</b>						
Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)						✓
Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities (AC9HP4P05)				✓		

## General Capabilities

No	Sub-element	Activity					
		1	2	3	4	5	6
<b>LITERACY</b>							
<b>Speaking and listening</b>							
	Speaking						✓
<b>Reading and viewing</b>							
	Understanding texts			✓			
<b>Writing</b>							
	Creating texts			✓			
	Grammar			✓			
	Punctuation			✓			
	Spelling			✓			
	Handwriting and keyboarding			✓			
<b>NUMERACY</b>							
<b>Statistics and probability</b>							
	Interpreting and representing data	✓					
<b>DIGITAL LITERACY</b>							
<b>Investigating</b>							
2.2	Acquire and collate data	✓					
2.3	Interpret data	✓					
<b>Creating and exchanging</b>							
3.1	Plan					✓	
3.2	Create, communicate and collaborate			✓			
<b>Managing and operating</b>							
4.3	Select and operate tools			✓			
<b>CRITICAL CREATIVE THINKING</b>							
<b>Inquiring</b>							
1.1	Develop questions	✓					
1.2	Identify, process and evaluate information	✓					

No	Sub-element	Activity					
		1	2	3	4	5	6
<b>Generating</b>							
2.1	Create possibilities						✓
2.2	Consider alternatives						✓
2.3	Put ideas into action						✓
<b>Analysing</b>							
3.2	Draw conclusions and provide reasons	✓					
<b>Reflecting</b>							
4.2	Transfer knowledge		✓				✓
<b>PERSONAL SOCIAL CAPABILITY</b>							
<b>Self-awareness</b>							
1.3	Reflective practice						✓
<b>Social awareness</b>							
3.1	Empathy				✓		
3.3	Community awareness		✓		✓	✓	✓
<b>INTERCULTURAL UNDERSTANDING</b>							
<b>Reflecting on culture and cultural diversity</b>							
1.1	Reflect on the relationship between cultures and identities				✓		
<b>Engaging with cultural and linguistic diversity</b>							
2.2	Develop multiple perspectives				✓		
2.3	Develop empathy				✓		
<b>Navigating intercultural contexts</b>							
3.2	Respond to biases, stereotypes, prejudices and discrimination				✓		