



# Year 4 2025

## Term One - Curriculum Overview



### School Priorities 2025

#### An Engaging Education and an Innovative Approach

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



#### A Chance to Shine & Building futures and success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



#### A School with Heart

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

#### Save the Date:

Welcome to MRSS 2025: **Wednesday 19<sup>th</sup> February**  
School photos: **Friday 7<sup>th</sup> February** (Preps and new students **only**)  
Harmony day & World Down Syndrome Day: **Friday 21<sup>st</sup> March**  
Parent-Teacher interviews: **Wednesday 26<sup>th</sup> March**  
Cross country: **Wednesday 2<sup>nd</sup> April**  
Free Dress Day: **Thursday 3<sup>rd</sup> April**

## ENGLISH – Investigating author's language

In this unit, students examine and analyse the language features and techniques used by Roald Dahl in 'The Twits'. They create a new chapter of 'The Twits' for an audience of their peers. Students will also draw an illustration for the new chapter and justify how it links to their chapter. In reading, students will develop strategies to answer text dependent questions focusing on both literal and implied meaning to increase comprehension.

**Assessment:** Students will create an imaginative new chapter for a familiar novel. They will also draw an illustration for the new chapter and describe why it is reflective of the chapter.

## MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** - build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together. They use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values
- **Space** - create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest
- **Probability** - draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment and investigate variability by conducting repeated chance experiments, observing and communicating results.

**Assessment:** Students will order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results. They will find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns. They will create and interpret grid references.

## SCIENCE – Material World

In this unit, students will develop an understanding of the properties of materials and how they relate to use. Through the investigations, students explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

**Assessment:** Students will investigate properties of materials and assess their suitability for different purposes. Students will assess the thermal insulation capabilities of separate materials by monitoring their effectiveness at keeping a meat pie warm over a set period of time

## HASS – Using places sustainably

This HASS unit will be taught and assessed across Term 1 and 2. Students will explore the following inquiry question:

- *How can people use environments more sustainably?*

Students will:

- explore the concept of 'place' with a focus on Africa and South America, and describe the relative location of places at a national scale
- examine the interconnections between people and environment and the importance of environments to animals and people
- recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments.
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- propose actions for caring for the environment and meeting the needs of people

**Assessment:** *This term, student use mapping conventions, and describe and compare diverse characteristics of continents. They recognise the importance of the environment and identify interconnections between the environment, animal and people. Students will also identify and describe distributions and simple patterns in data.*

## THE ARTS

### Music

This curriculum area will be taught and assessed in Term 2.

### Visual Arts

This curriculum area will be taught and assessed in Term 2.

### Media Arts

Students experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to identify what appeals to a target audience. They will present their productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches. This unit is integrated with Health.

**Assessment:** *Students explore media artworks that inform the making of an electronic poster that promotes a health message that appeals to a target audience.*

## TECHNOLOGIES

### Digital Technologies

In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school issue e.g. how lunch waste can be reduced.

**Assessment:** *Students will collect and manipulate data to create information. They will draw, identify and explain data types and representations. Students also describe how a familiar information system is used.*

## JAPANESE

In this unit, students engage with language relating to sustainability and recycling practices in Japan. Students will identify information in spoken text about sustainability practices, create a poster that promotes sustainability, collaborate with classmates to create an eco-skit, and reflect on the language of sustainability and how it relates to culture.

**Assessment:** *Students will collate a collection of work throughout the term including listening, speaking, writing, reflecting tasks.*

# HEALTH AND PHYSICAL EDUCATION

*Health and Physical Education are a combined grade on report cards.*

## **Health**

In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations when they feel uncomfortable or unsafe. Students explore the importance of demonstrating respect and empathy in online relationships.

**Assessment:** *Students will interpret messages related to cyber safety and discuss the influences on safe online choices. They will also describe the connections and benefits available within an online community and identify resources to support their online safety.*

## **Physical Education**

This term students will practice recognised strokes of survival swimming and investigate solutions to survival challenges.

**Assessment:** *Students will demonstrate their competence with aquatic skills and recognised survival swimming strokes. They will also describe the benefits of being healthy and physically active, and how these benefits relate to swimming.*