



Year 4 2025

Term Two - Curriculum Overview



School Priorities 2025

Quality Teaching

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



Student Success

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



Connected Community

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:

Think U Know: 23rd April
ANZAC Service: 24th April
Yr 4 excursion: 30th April
Mother's Day Stall: 9th May
Senior Sports Day: 26th June



ENGLISH – Review

In this unit, students will listen to, read and respond to the novel *Rowan of Rin*. They will share and build on ideas and opinions with others, using relevant details from the text. Students will explore how authors use language features such as vocabulary, voice, and literary devices to create meaning. They will create a written or multimodal book review for an audience, using paragraphs to organise and link ideas. Students will express their opinions, using evidence from the text to support their thinking and apply appropriate language for the purpose.

Assessment: Students will write a book review on a quest novel that summarises events, expresses an opinion and expresses changes that could be made.

MATHEMATICS

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

- **Number and place value** – Students will use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. They will choose rounding and estimation strategies to determine whether results of calculations are reasonable.
- **Patterns and algebra** – Students will explore number patterns and apply their understanding of addition and multiplication facts to solve problems. They will also use estimation strategies to check the reasonableness of their answers.
- **Using units of measurement** – Students will use scaled instruments and appropriate units to measure length, mass, capacity and temperature. They will also approximate and calculate perimeters and areas using informal and formal strategies.
- **Shape** – Students will identify line and rotational symmetry in plane shapes and create symmetrical patterns. They will compare angles relative to a right angle, using angle names.
- **Location and transformation** – Students will represent and approximate shapes and objects in the environment, using spatial language to describe their position and transformations.

Assessment: Students will identify symmetry in shapes and create symmetrical patterns, they will identify angles and name basic angles. Students will choose rounding and estimation strategies to determine reasonableness, use proficiency with addition and multiplication facts to add, subtract, multiply and divide. Students will use scaled instruments and appropriate units to measure length, mass, capacity and temperature and measure and approximate perimeters and areas.

SCIENCE – Ready, set, grow!

In this unit students will investigate life cycles and sequence key stages in the life cycles of animals. They will examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students will identify when science is used to understand the effect of human actions.

Assessment: Students describe relationships that assist the survival of living things and sequence key stages in the life cycle of an animal. They also describe situations when science is used to understand the effect of actions and recommend a scientific action to assist in the survival of a living thing. Students communicate using scientific language and representations.

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, students identify role of local government and develop questions to investigate waste management issues at school. They collect and interpret data and reflect on information to propose an action in response to a waste management issue.*

THE ARTS

Music

Students will engage with Music during Term 2 this semester. In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

Assessment: *Student will perform a music relative to celebrations and commemorations. They will recognise the elements of music in performances and describe similarities and differences between music they perform and music they listen to.*

Visual Arts

Students will explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places. They will construct mixed-media artworks depicting real and imagined places and use art terminology to describe visual language and interpretation in artwork.

Assessment: *Student will explore human connections to real and imagined places as inspiration for constructing a mixed-media artwork.*

Media Arts

This curriculum area was taught and assessed in Term 1.

TECHNOLOGIES

Digital Technologies

This curriculum area was taught and assessed in Term 1.

JAPANESE

In this unit, students use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home.

Assessment Students will identify specific items of information. Students create a short spoken informative and descriptive text related to items in their bedroom.

HEALTH AND PHYSICAL EDUCATION

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

Health

This curriculum area was taught and assessed in Term 1.

Physical Education

This term, students will participate in track and field events and learn to apply strategies to improve running, throwing and jumping. They will also explore safe procedures for class practice.

Assessment: *Students will perform running, jumping and throwing in authentic situations.*