



Year 4 2024 Term Four - Curriculum Overview



School Priorities 2024

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:

Colour Run – Wednesday 9th October
Senior Swimming Carnival – Wednesday 4th December



ENGLISH – Examining persuasion in advertisements and product packaging

In this unit, students will recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. They will create a persuasive argument for a healthy food.

Assessment: Students will write a persuasive argument about why their healthy food is the best. They will also identify and interpret the persuasive language features and visual elements of a product's packaging.

MATHEMATICS

Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:

- **Number and place value** - calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers.
- **Fractions and decimals** - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths).
- **Money and financial mathematics** - calculate change to the nearest five cents, solve problems involving purchases.
- **Patterns and algebra** - use equivalent multiplication and division number sentences to find unknown quantities.
- **Using units of measurement** - use am and pm notation, solve simple time problems.
- **Shape** - measure area of shapes, compare the areas of regular and irregular shapes by informal means.
- **Data representation and interpretation** - write questions to collect data, collect and record data, display and interpret data.

Assessment: Students will demonstrate and explain the connections between fractions and decimals to hundredths. They will solve simple purchasing problems including the calculation of change. Students will also define the different methods for data collection and representation, and evaluate their effectiveness. They will construct data displays from given or collected data.

SCIENCE – Earth and Space Sciences

In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.

Assessment: Students will describe the natural processes and human activity that cause changes to the Earth's surface. They will plan, conduct and report on an investigation into the erosion process.

HASS – Australia before, during and after European settlement & Rules, Laws and local community groups.

This HASS unit will be taught and assessed across Term 3 and 4. Students will explore the following inquiry question:

- What were the short- and long-term effects of European settlement?

Students will:

- draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of *terra nullius*.
- analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment
- make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia
- investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people
- examine the purpose of laws and distinguish between rules and laws
- explore the diversity of different groups in their local community
- consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.

Assessment: Students will investigate the importance of laws and distinguish between rules and laws. They will complete a supervised assessment on Captain Cook's journey and the significance of his exploration. Students will also undertake a research project to investigate the historical events in England and Australia from 1700 to 1790. They will describe what life was like in England in the 1700s and compare and contrast the life of a convict in England and Australia during this time.

THE ARTS

Music

In this unit, students will make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.

Assessment: Students will compose a short song about an Australian place or people in Australia and describe and discuss the music listened to, composed and performed.

Visual Arts

In this unit, students explore artists' use of patterns and surfaces from their surroundings in the artworks they make. They will plan and create a printed design showing pattern and texture, using a variety of visual conventions and foam block printing to communicate ideas.

Assessment: Students will use exploration of artists' work as inspiration for a collaborative artwork based on patterns and surfaces in the local environment.

Dance

In this unit, students make and respond to dance by exploring how dance is used to represent stories. They will explore the elements of dance and choreographic devices to represent a story. They will describe and discuss the similarities and differences between dances that represent a story.

Assessment: Students will choreograph, perform and respond to dance by exploring how dance is used to represent stories.

TECHNOLOGIES

Design Technologies

This curriculum area was taught and assessed in Term 3.

JAPANESE

In this unit, students will engage with language used to describe animals and activities. Students will use a range of language to discuss and describe a character; write hiragana, including long vowels, voice sounds, blended sounds, and some kanji; analysis and understand the systems of language relating to script and Japanese sentence structure.

Assessment: Students will write a short imaginative story.

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 3.

Physical Education

In this unit, students will perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences. They will describe the benefits of being healthy and physically active and how they relate to swimming.

Assessment: *Students will perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences and participate in swimming events.*