



Year 4 2024 Term Two - 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:

Cross Country: **18th April**
 Year 4 Excursion 4A + 4K: **24th April**
 Year 4 Excursion 4B + 4TV: **1st May**
 Mother's Day Stall: **9th May**
 Senior Sports Day: **15th June**
 Year 4 Camp: **4th - 6th Sept (TERM 3)**



ENGLISH – Review

In this unit, students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students will also write a short response explaining how the author represents the main character in an important event in the quest novel.

Assessment: Students will write a book review on a quest novel to show how the author represents the main character and their development in an important event. Students will also complete a short answer comprehension task.

MATHEMATICS

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

- **Number and place value** - recognise, read and represent five-digit numbers; identify and describe place value in five-digit numbers; partition numbers using standard and non-standard place value parts; compare and order five-digit numbers; identify odd and even numbers; make generalisations about the properties of odd and even numbers; make generalisations about adding, subtracting, multiplying and dividing odd and even numbers; recall 3s, 6s and 9s facts; solve multiplication and division problems; use informal recording methods and strategies for calculations; apply mental and written strategies to computation.
- **Fractions and decimals** - revisit and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.
- **Money and financial mathematics** - read and represent money amounts, investigate change, round to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies.
- **Shape** - explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams.
- **Location and transformation** - investigate the features on maps and plans; identify the need for legends; investigate the language of location, direction and movement; find locations using turns and everyday directional language; identify cardinal points of a compass; investigate compass directions on maps; investigate the purpose of scale; apply scale to maps and plans; explore mapping conventions, plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales.
- **Geometric reasoning** - identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.

Assessment: Students will recall multiplication and division facts accurately and efficiently. They will interpret information contained in simple maps and classify angles in relation to a right angle. Students will also use the relationships between the four operations and odd and even numbers.

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 practise.

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