

Year Four - Semester One – Curriculum Overview

Dear Parents and Caregivers,

We would like to share with you a summary of Term One and Term Two units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

Term One

Term Two

<p>Learning:</p> <p>Exploring Imaginative Texts</p> <p>Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.</p> <p>They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.</p>	<p>Learning:</p> <p>Reporting on topics of interest or learning. <i>Biography Australian of the Year</i></p> <p>Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts.</p> <p>Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic.</p> <p>Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p>
<p>Assessment:</p> <p>Adapting a narrative</p> <p>Purpose: To create an imaginative adaptation developing and expanding on ideas, characters, settings and events, based on the text 'The Twits'.</p>	<p>Assessment:</p> <p>Reading, viewing and comprehending informative texts</p> <p>Purpose: To read, view and comprehend an informative text.</p> <p>Writing and creating informative texts</p> <p>Purpose: To create a written and multimodal informative text for an audience.</p>

MATHS

<p>Learning:</p> <p>Number, Space, Statistics</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p>	<p>Learning:</p> <p>Number, Algebra, Measurement</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p>
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<ul style="list-style-type: none"> • build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together • using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures • create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest • develop and use surveys and digital tools to generate data and conduct a statistical investigation. 	<ul style="list-style-type: none"> • 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 • use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context • solve everyday problems involving duration of time including converting units of time using relationships between units.
<p>Assessment: Space Assessable Elements: Understanding and Fluency</p> <p>Statistics and Statistical investigations Assessable elements: Problem solving and Reasoning</p> <p>Number Representing tenths as a fraction and decimal</p>	<p>Assessment: Number and Mathematical modelling Assessable elements: Understanding and Fluency, Problem solving</p> <p>Measurement Assessable elements: Understanding and Fluency</p>

SCIENCE

<p>Learning: Here today gone tomorrow In this unit students will explore natural processes and human activity that cause weathering and erosion of the Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings</p>	<p>Learning: Ready, set, grow! Students will investigate life cycles. They will examine relationships between living things and their dependence 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 the survival of the species.</p>
<p>Assessment: Investigating soil erosion Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<p>Assessment: Mapping lifecycles Multimodal presentation Students research an endangered Australian animal or plant and present information in a multimodal format, including a concept map. They represent the life cycle of the plant or animal and identify relationships which both assist and hinder its survival.</p>

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: Sustainable use of Places

Students examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs.

Assessment:

Students investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge. Of answering the inquiry question, *How can people use environments more sustainably.*

DESIGN and TECHNOLOGY

Learning:

In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item.

They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.

- communicating with clients and critiquing needs or opportunities for designs
- testing materials including fabrics and exploring techniques for shaping and joining them
- identifying examples of recycling, up-cycling and reusing.

Assessment:

Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Health

In this unit students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.

Assessment: Health

Students recognise strategies for managing change. They interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active

Learning: Physical Education

Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.

Assessment: Physical Education

Students develop and refine the fundamental movement skills of throwing and catching. Students explore and develop the concepts and strategies of Fast 4 Newcombe and develop strategies for working cooperatively and applying rules fairly.

THE ARTS

<p>Learning: Drama Students make and respond to drama by exploring dramatic productions.</p>
<p>Assessment: Students devise, perform and respond to drama based on 'The Twits' story.</p>
<p>Learning: Music Students make and respond to music exploring songs since the arrival of the First Fleet in Australia.</p>
<p>Assessment: Music Students perform an Australian song on the ukulele and compose their own song about an Australian place using learnt rhythmic and melodic concepts.</p>

JAPANESE

<p>Learning: Japanese "A Day in a Japanese School" Students will use Japanese to explore the concept of school life in Japan and make connections with their own school experiences.</p>
<p>Assessment: Japanese Students will identify specific items of information when viewing short written texts to answer questions about a student's school day. All macro skills (reading, writing, speaking, listening) will be assessed throughout the unit.</p>

GENERAL CAPABILITIES – Digital Literacy (DL)

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve and protect the safety of themselves and others in digital environments.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating

Kind regards

Yours sincerely



Year 4 Teachers

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Principal