

Year 4 - Semester 2 – Curriculum Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 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 3

Term 4

<p>Learning:</p> <ul style="list-style-type: none"> Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. 	<p>Learning:</p> <ul style="list-style-type: none"> Students 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.
<p>Assessment:</p> <ul style="list-style-type: none"> a reading comprehension a spoken presentation 	<p>Assessment:</p> <ul style="list-style-type: none"> Design a breakfast cereal advertisement. Use word processing software tools write and present a persuasive speech to promote their cereal.

MATHS

<p>Learning:</p> <ul style="list-style-type: none"> Students develop understandings of number and place value, fractions and decimals, money and financial mathematics, patterns and algebra, using units of measurement (length, mass, capacity and temperature), shape, location and transformation. 	<p>Learning:</p> <ul style="list-style-type: none"> Students develop understandings of number and place value, fractions and decimals, money and financial mathematics, patterns and algebra using units of measurement (time), area of shapes, data representation and interpretation.
<p>Assessment:</p> <ul style="list-style-type: none"> Recognising and locating fractions Comparing areas and using measurement Investigating mass 	<p>Assessment:</p> <ul style="list-style-type: none"> Solving purchasing problems Analysing data Connecting decimals and fractions

SCIENCE

<p>Learning:</p> <ul style="list-style-type: none"> Students investigate life cycles. They examine relationships between living things and their dependence on the environment. 	<p>Learning:</p> <ul style="list-style-type: none"> Students investigate how forces affect objects through direct and indirect contact and relate this knowledge to the use of forces in everyday life.
<p>Assessment:</p> <ul style="list-style-type: none"> Students research an endangered Australian animal or plant and present information. 	<p>Assessment:</p> <ul style="list-style-type: none"> Students investigate how forces can be exerted either directly on an object or from a distance and to communicate findings based on data collected.

HUMANITIES and SOCIAL SCIENCES (HASS)

<p>Learning:</p> <ul style="list-style-type: none"> Students explore the question 'What were the short- and long-term effects of European settlement'?
<p>Assessment:</p> <ul style="list-style-type: none"> To explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society.

DESIGN and TECHNOLOGY

<p>Learning:</p> <ul style="list-style-type: none"> 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 or community issue (such as how lunch waste can be reduced).
<p>Assessment:</p> <ul style="list-style-type: none"> Digital project using excel to graph data.

HEALTH and PHYSICAL EDUCATION (HPE)

<p>Learning: Physical Education</p> <ul style="list-style-type: none"> Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games. 	<p>Learning: Physical Education</p> <ul style="list-style-type: none"> Students will practise and refine fundamental movement skills to perform various aquatic skills and the recognised strokes of freestyle, backstroke and breaststroke in multiple swimming sequences. They will examine the benefits of being healthy and physically active, and how they relate to swimming.
<p>Assessment: Physical Education</p> <ul style="list-style-type: none"> Students apply strategies for working cooperatively and to apply rules fairly. Students refine striking and fielding skills and concepts in active play and games. Students apply skills, concepts and strategies to solve movement challenges in striking and fielding games. 	<p>Assessment: Physical Education</p> <ul style="list-style-type: none"> Students perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences. They describe the benefits of being healthy and physically active and how they relate to swimming.
<p>Learning: Health</p> <ul style="list-style-type: none"> Students explore and implement strategies to interpret health information and messages on the internet. 	
<p>Assessment: Health</p> <ul style="list-style-type: none"> Students will undertake a case study task. They will take on the role of a digital detective and examine online behaviour to identify possible dangers and suggest strategies to stay safe online. 	

THE ARTS

<p>Learning: Dance</p> <ul style="list-style-type: none"> Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.
<p>Assessment: Dance</p> <ul style="list-style-type: none"> Collaborative dance and collection of work.
<p>Learning: Music</p> <ul style="list-style-type: none"> Students 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.
<p>Assessment: Music</p> <ul style="list-style-type: none"> Students compose, perform and respond to Australian music.

JAPANESE

<p>Learning:</p> <ul style="list-style-type: none"> Students explore different regions in Japan and describe places in their own community.
<p>Assessment:</p> <ul style="list-style-type: none"> Students describe places and events using adjectives, time- related vocabulary and appropriate verb forms.

GENERAL CAPABILITIES - ICT

Classroom teachers are supported to complete assessment that uses ICTs in all curriculum areas.

<p>Learning:</p> <ul style="list-style-type: none"> Investigating with ICT Creating with ICT 	<p>Learning:</p> <ul style="list-style-type: none"> Communicating with ICT Managing and operating ICT
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Yours Sincerely

Year 4 Teaching Team

Sharon Jones
Principal