



Curriculum Overview

Year 4



In Term 1, we will be learning about the following topics in each curriculum area:

English:

Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.

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.

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.

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.

This learning area will be taught, assessed and reported on.

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- 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.

This learning area will be taught, assessed and reported on.

Science:

- New materials have revolutionised modern life. Plastics have been used instead of glass in bottles and windows, and even instead of metals in aeroplanes. Lighter, stronger, warmer fabrics have made extreme weather conditions more comfortable. Designers incorporate new materials in clothes and bags to better suit our needs.
- Materials scientists are now researching materials that have desirable properties but which have less impact on the environment.
- This unit provides opportunities for students to develop an understanding of the properties of materials and how they relate to use. Through investigations, students explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences:

Inquiry question:

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

In this unit, students:

- 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.

This learning area will be taught, assessed and reported on.

Health and Physical Education- Specialist:

Students describe how inclusion and stereotypes shape their behaviours and decision making. They practise and explore actions they can take when faced with challenges, such as instances of hurt or disrespect, or when seeking, giving and denying permission.

Through participation in real-world scenarios and role-plays, students describe and apply protective behaviours and help-seeking strategies using collaboration, communication and decision-making skills. They rehearse and refine these strategies in a range of online and offline situations to keep themselves and others safe.

This learning area will be taught, assessed and reported on.

The Arts -Specialist:

In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus.

By the end of the Unit, students must work collaboratively in small groups to make performances that include:

- a landscape
- drama conventions, such as narration, soundscape, freeze-frame, collective role-play
- Use a scripted drama
- a clear message, dramatic point or intention

This learning area will be taught, assessed and reported on in the Semester Two report card.

The Technologies- Digital Technology - Specialist:

To continue to develop important digital literacy skills to enable students to engage with the curriculum using digital technology.

This learning area will be taught, assessed and reported on in the Semester Two report card.