



Curriculum Overview

Year 4



In Term 3, we will be learning about the following topics in each curriculum area:

English:

Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work.

Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting.

Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.

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

Mathematics:

Students will:

Number

- draw on proficiency with place value, number facts, fractions and decimals to deepen an appreciation of how numbers work
- choose and use efficient strategies when modelling practical problems, communicating solutions within the context of the situation

Space

- represent and approximate shapes and objects in the environment

Measurement

- measure length, mass, capacity and temperature using conventional instruments and appropriate metric units, perimeter and area; and compare angles

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

Science: Plants in action

Plants in action provides students with hands-on opportunities to observe and compare dry and soaked bean seeds, observe and record the on-going process of the germination of a bean seed, explore the parts of a flower and consider which are required for pollination, and observe fruits and the seeds inside them and consider the relationship between flowers and fruits.

Students develop an understanding of how the growth of flowering plants can be affected by environmental conditions. This can assist them to develop knowledge, skills and values for making decisions about individual and community actions that contribute to sustainable patterns of use of the Earth's natural resources.

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

Humanities and Social Sciences (Semester 2): Using places sustainably

In this unit, students explore how people can use environments more sustainably by examining the characteristics of places in Africa and South America, the interconnections between people and environments, and how different groups including Aboriginal and Torres Strait Islander peoples, understand and manage sustainability. They describe natural features, investigate the role of local community structures, and propose actions for caring for places through responsible resource use and waste management.

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

Health and Physical Education:

HEALTH- Health channels

In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.

MOVEMENT- Bat, catch, howzat!

In this unit, 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.

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

The Arts - Music:

Music (7 weeks)

In this 13-week unit, Year 4 students investigate how music can represent characters and their actions across film, television, video games, and animated stories. Using classroom instruments - including voice, body percussion, xylophones, and ukuleles - students explore how the elements of music (such as pitch, dynamics, and tempo) are used to convey emotions, movements, and identity. Through performing and composing, students develop foundational musical skills and begin to understand how music enhances storytelling.

Dance (3 Weeks)

In Dance, students will explore how different genres use dance to tell stories. They will learn to rehearse and perform with expression, projection, and purpose while reflecting on how the elements of dance and choreographic devices communicate meaning.

This learning area will be taught, assessed and reported on. Music will be taught, assessed and reported in the Semester Two report card, while Dance will be taught across Semester Two, but not assessed and reported on.

The Technologies- Digital Technology: (Taught across terms 2, 3 & 4)

Students will identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data.

Students will collect and manipulate data to create digital solutions and understand that the same information can be represented in different ways.

Students will define problems and create solutions by programming robotics to complete tasks. They implement solutions and reflect on solution and program effectiveness.

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