



Curriculum Overview

Year 4



In Term 4, we will be learning about the following topics in each curriculum area:

English:

Completing a novel study

Through a novel study, students identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently.

Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.

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

Mathematics:

Students will:

Number

- draw on proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently
- use algorithms to generate sets of numbers, recognising and describing any patterns that emerge
- develop and use strategies for multiplication that are based on their understanding of multiplication as an operation and their knowledge of laws for arithmetic operations

Probability

- draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events
- investigate variability by conducting repeated chance experiments, observing results

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

Science: Magnetic Moves

They're a useful way to stick things to a refrigerator. However, magnets play a more important and often unseen role in our daily lives. Many common household items have magnets in them and are part of what makes these items work. We use magnets to hold cupboard doors shut. Electronic devices such as washing machines, telephones and sound systems have magnets in them. We entrust key information to a pattern of magnetisation on our credit cards and in our computers. Magnets help recycling centres to triage materials and large ones can be used to pick up cars.

Through hands-on activities, students identify the materials that magnets attract, their poles and magnetic fields, the distance at which they act, and how the pull of magnetism is different from the pull of gravity.

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:

Students explore the factors that influence people to participate in regular physical activity and propose strategies to incorporate regular physical activity into their daily lives.

Students interpret health information and messages, and apply behaviours and decisions to enhance their capacity to take responsibility for their own and others' health, safety relationships and wellbeing.

Through participation in a range of games and sports, students apply fundamental movement skills and demonstrate movement concepts.

Students select, use and refine personal and social skills in a range of roles to demonstrate fair play and inclusion and manage and strengthen relationships.

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

The Arts:

Music (14 weeks)

In this 14-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 (6 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:

Edison Bots

Students 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.