Y04 Curriculum Overview Semester 2 2025

	Term 3	Term 4
English	**Exploring a quest novel** Students will read and analyse a quest novel as well as plan, draft and create a quest narrative. Throughout the unit, students will discuss authors language choices, cohesive devices and language features. They will explore strategies that support responses to both literal and inferential questions. **Assessment task**: Written response: *students will plan, draft and publish their own quest narrative, explaining language choices and character development.* **Assessment task:** Comprehension task: *Students will respond to both literal and inferential comprehension questions regarding the quest novel 'Rowan of Rin.'*	**Writing a persuasive text** Students will explore how persuasive techniques, including language features and language devices, impact the target audience. They will use appropriate metalanguage when providing relevant facts and descriptive detail to enhance audience understanding, and refer to reliable sources to support their claims **Assessment task**: Writing a persuasive text: *students will write a persuasive text, using persuasive language features to create coherence and add detail. They will also make a persuasive presentation, expressing opinions based on information in a text.*
	Suggested **at home ideas to further support and develop the learning:** • Discuss the purpose of a quest novel, to entertain and engage the reader. • Brainstorm different (yet simple and age-appropriate) ideas your child could have when beginning to write their quest novel. • Identify any noun groups you come across in stories, songs or everyday conversation – discuss their impact. • Remind them of the importance of paragraphing and text structure. • Reading stories for enjoyment! Re-read the same text or pages. • Read a variety of texts to your child. Discuss how language choices created tension, mood and developed the plot.	*Suggested* **at home ideas to further support and develop the learning:** • Discuss the purpose of a persuasive text, to persuade the reader to do something, buy something, wear something or eat something. • Model synonyms for good and bad, and verbally show how to place them into sentences to convince someone of something. • Use the 5whys to support them in developing reasons as to why their idea is important (you just keep asking them 'why does that matter?') • Read a variety of texts to your child. Discussing language choices, characters, purpose, text structure (heading, sub-headings etc) and sentence structure.
Mathematics	Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will: • Use place value with decimals (tenths and hundredths) using decimal notation correctly. • Develop efficient strategies for addition, subtraction, multiplication and division (with no remainder). • Use mathematical modelling to solve real-world problems (e.g. shopping or budgeting), write number sentences, choose efficient strategies, and explain the meaning of their answers. • Recall multiplication facts up to 10 × 10 and the related division facts, and use them to calculate larger numbers mentally. • Find equivalent fractions using related denominators and connect fractions and decimal numbers. • Count by fractions, including mixed numbers, and show these on number lines. • Measure and compare length, mass, capacity, time and temperature. • Estimate and calculate perimeter and area. • Gather and use data to answer questions, use digital tools to create graphs and other displays and discuss what the data shows. • Plan and carry out a statistical investigation. • Describe the outcomes of everyday chance events and identify which re more or less likely to happen. • Engage in chance experiments. **Assessment Tasks**: **Practical Mathematical Modelling**: To use mathematical modelling to formulate and solve a practical problem. **Probability**: To order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results. **Measurement**: Measuring length, mass, capacity, temperature, perimeter and area. **Number**: To represent tenths as decimals and as fractions on a number line.	• Learn to use efficient strategies and digital tools to solve addition, subtraction, multiplication and division problems (when there's no remainder). • Mathematical modelling to solve real-life problems (such as shopping or budgeting), write number sentences, choose the best strategy, and explain what the answer means in context. • Recall multiplication facts up to 10 × 10 and the related division facts, and use them to calculate larger numbers mentally. • Learn to find missing numbers in equations with addition and subtraction by using their understanding of number properties. • Collect and organise data to answer questions, using digital tools to create displays like pictographs, column graphs, and other visualisations. They will also discuss and interpret what these graphs show. • Plan and conduct statistical investigations, using surveys or other data collection methods. They will record, display and interpret the results, and communicate their findings. **Assessment Tasks**: **Number:** Counts and represents fractions on a number line. **Statistical investigation:** Using surveys to conduct statistical investigations. **Number:** Find unknown values in numerical equations involving addition and subtraction.
	Suggested **at home ideas to further support and develop the learning:** • Talk to them about the real-world importance of data and statistics. Make them aware of any real-world examples. • Use real-world chance examples and discuss the outcomes of events taking place, using the language of likely, unlikely, certain or impossible. • Explore decimal notation with your child – make connections between simple fractions and decimal notation. • Bake together, identifying how ½ cup of sugar is less than ¾ of a cup of flour. • Recall times tables and relative division facts up to x10. • Discuss real world examples of when we use area and perimeter – model calculations.	*Suggested* **at home ideas to further support and develop the learning:** • Ask your children to calculate some items from the shop mentally (only a few items at once please). • Recall times tables and relative division facts up to x10. • Explore and identify real-world examples of Mathematics. • Explore how the weather is recorded in different ways and how to interpret the data. • Review and revise addition and subtraction calculations, including if they need to borrow or trade from the next place value column. Ensure to have some sums with a 0 in them.

Science	Students will explore the following big inquiry question: ***Does every drop count?*** Through the concept of 'conservation,' they will explore the following: • What is the water cycle and why is it important for me? • How are the different stages in the water cycle interconnected? • How can I explain each stage? • What is an urban water cycle? • How can I actively conserve water? • How can I promote being water wise? • What processes do scientists use to collate data? Why is this important? **Assessment task** – Part A: *students will create a visual representation of the water cycle, annotating the stages, identifying the source of water and communicating ways to conserve water.*	Students will explore the following big inquiry questions: ***Do we need different environments? Do environments matter?*** Through the concept of 'conservation,' they will explore the following: • What are the different roles, interactions and relationships within an environment? • What are the differences between a consumer, producer and a decomposer within an environment? • How can I represent a food chain? • How can I represent the interconnections and relationships within my chosen environment to communicate my knowledge and understanding? • What scientific language & symbols do I need when representing the different roles, interactions and relationships within an environment? **Assessment task**: *Students will research the different roles of producers, consumers and decomposers. They will explore food webs and the impact of the introduction of a new species.* Part B: *students will investigate different scientific data sets. They will develop a graphic organiser to record their information and measurements, then transfer this data onto an appropriate graph*

HASS	Students will explore the following big inquiry questions: ***Do we need different environments? Do environments matter?*** Through the concept of 'conservation,' they will explore the following: • Why environments are important? • What the different types of environments and how do they differ? • What are renewable and non-renewable resources? • How are renewable and non-renewable resources managed?	• How can I pose an investigable question? • What information and data can I obtain from my sources? • Which graphic organisers are best suited to collecting and recording my information? An assessment task will be developed as part of the collaborative inquiry process.

Health & Media Arts	**Personal Development & Respectful Relationships** Students will participate in a seminar surrounding personal development. Students will explore how, where and why media arts are created. They will investigate skills and strategies to interact respectfully with others, deepening their understanding of the relationship between inclusion and inclusive practices. They will use media art techniques to communicate mood, feeling and a message. **Assessment Task**: (Photography) Students will create both an example and a non-example of inclusive practices within their school community. They will identify and describe the use of media technologies used in their own artwork.

Physical Education	**Crazy about cricket** Students will apply strategies for working cooperatively, applying rules fairly and demonstrating inclusion. They refine striking and fielding skills and concepts in active play and games, including cricket. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games. **Assessment task** - Students will apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games.	**Sport for All (Part 2)** Students will develop and refine the fundamental ball control skills of passing, catching, kicking, and dribbling and apply them to a range of movement situations. They develop an understanding of field game movement concepts within the context of Rounders. **Assessment task** - Students will demonstrate ball control skills in a variety of situations. They will understand how to create and use space to their advantage.

Digital Technologies	**What digital systems do you use?** Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language **Assessment task** - Students explain what they know about digital systems and create a simple guessing game using visual programming language.

Visual Art	**Patterns in the playground** Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment. **Assessment task** – Students explore artists' use of patterns and surfaces from their surroundings in the artworks they make.

Music	**Musical characters and action** Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes. **Assessment task** - Musical characters and action: Collection of work: *Students perform, compose and respond to music that represents characters and action portrayed in film, television and media.*

Japanese	**Japanese – Kazoku (Family)** Students will learn to talk about their family, including names of family members and number of people in their family. They will practise writing this information in hiragana and kanji scripts. They will also delve into the Japanese way of family life and compare it to their own. **Assessment**: Students will write and perform a rap about their family in Japanese in front of the class or teacher.