

Y04 Curriculum Overview Semester 1 2024

	Term 1	Term 2
English	<p style="text-align: center;">Investigating author's language in a familiar narrative</p> <p>Students will read a narrative and examine and analyse the language features and techniques used by the author. They will create a new chapter of the narrative for an audience of their peers.</p> <p>Assessment task – A new chapter for Mr Stink: <i>Students will create an imaginative new chapter.</i></p> <p style="text-align: center;">Examining humour in poetry</p> <p>Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry.</p> <p>Assessment - Students will interpret and evaluate a humorous poem for its characteristic features: <i>Students interpret and evaluate a humorous poem for its characteristic's features.</i></p>	<p style="text-align: center;">Exploring recounts set in the past</p> <p>Students will listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation.</p> <p>Assessment task - Collection of work: <i>Students will demonstrate reading accuracy, fluency and comprehension.</i></p> <p>Assessment task - Spoken presentation: <i>Students will compose and deliver a spoken recount in role as a character from a particular historical context.</i></p>
Mathematics	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will develop their understandings of:</p> <ul style="list-style-type: none"> Number and place value — make connections between representations of numbers; partition and combine numbers flexibly; recall multiplication facts; formulate, model and record authentic situations involving operations; compare large numbers; generalise from number properties and results of calculations; and derive strategies for unfamiliar multiplication and division tasks Fractions and decimals — communicate sequences of simple fractions Patterns and algebra — use properties of numbers to continue patterns Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths Chance — compare dependent and independent events, describe probabilities of everyday events Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. <p>Assessment task - Recalling and using multiplication and division facts: <i>Students will recall multiplication and division facts, identify and explain unknown quantities and solve problems using appropriate strategies for multiplication and division</i></p> <p>Assessment task - Investigating the nature of 10 000: <i>Students use simple strategies to reason and solve number inquiry questions</i></p> <p>Assessment task - Identifying and explaining chance events - <i>Students will identify dependent and independent events and explain the chance of everyday events occurring.</i></p>	<ul style="list-style-type: none"> Number and place value — recognise, read and represent five-digit numbers; identify and describe place value in five-digit numbers; partition numbers using standard and non-standard place value parts; compare and order five-digit numbers; identify odd and even numbers; make generalisations about the properties of odd and even numbers; make generalisations about adding, subtracting, multiplying and dividing odd and even numbers; recall 3s, 6s and 9s facts; solve multiplication and division problems; use informal recording methods and strategies for calculations; apply mental and written strategies to computation Fractions and decimals — revisit and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts Money and financial mathematics — read and represent money amounts, investigate change, round to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams Location and transformation — investigate the features on maps and plans; identify the need for legends; investigate the language of location, direction and movement; find locations using turns and everyday directional language; identify cardinal points of a compass; investigate compass directions on maps; investigate the purpose of scale; apply scale to maps and plans; explore mapping conventions, plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle <p>Assessment task - Using the properties of odd and even numbers: <i>Students use the relationships between the four operations and odd and even numbers.</i></p> <p>Assessment task - Recalling multiplication and division facts, interpreting simple maps and classifying angles: <i>Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</i></p> <p>Assessment task - Investigating distance on maps: <i>Students use simple strategies to reason and solve location inquiry questions.</i></p>
Science & HASS	<p>In this integrated inquiry, students will explore the following big inquiry question:</p> <p style="text-align: center;">Why explore? Does exploration always lead to discovery?</p> <p>Through the concept of discover they will explore the following questions:</p> <ul style="list-style-type: none"> Is discovery always a good thing? What is a colony? How were different groups experiences similar or different? What events influenced people to discover? What are forces? Are there different types of forces? What forces can I see? What can we discover about forces? What are the different types of materials? Which ones were present or available during the First Fleet? 	<ul style="list-style-type: none"> When exploring and investigating, which questions should I pose and what predictions can I make? When exploring and investigating, what data do I collect and how do I organise it? Is it important to compare my findings? Why are fair tests important? How do I ensure my test is fair? <p>Assessment tasks will be developed as part of the inquiry process, providing students with the opportunity to demonstrate their understanding.</p>

HASS	<p>Students will explore the following big inquiry question: <u>Should we have laws?</u></p> <p>Through the concept of roles and responsibilities they will understand:</p> <ul style="list-style-type: none"> the importance of rules and laws the difference between facts and opinions surrounding rules and laws how to distinguish between points of view how to share their point of view whilst respecting the views of others <p>Assessment - Students will explore their local community and identify the services provided by their local government. They will identify rules and laws within their own community and how these affect them. Students will explore how the community could cater for Mr Stink, what actions could they take to support him? What would be the likely outcome of this action?</p>		
Health	<p style="text-align: center;"><u>What is my influence?</u></p> <p>Students will explore strategies to manage physical, social and emotional change. They will consolidate strategies on positive interactions in a variety of situations.</p> <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understanding.</p>		
Physical Education	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><u>Cross-country</u></p> <p>Students refine fundamental movement skills and apply movement concepts and strategies to participate effectively in cross-country. They apply these skills, concepts and strategies to solve running challenges and run in a school cross-country race.</p> <p>Assessment - Students will run and apply concepts and strategies to manage cross-country running challenges. They will participate in a school cross-country event.</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><u>Athletic Spectacle</u></p> <p>Students will perform an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Assessment task – Students will participate in, perform and apply an athletic-themed sequence using fundamental movement skills. They will combine the elements of effort, space and objects with strategies to perform in the event of High Jump.</p> </td> </tr> </table>	<p style="text-align: center;"><u>Cross-country</u></p> <p>Students refine fundamental movement skills and apply movement concepts and strategies to participate effectively in cross-country. They apply these skills, concepts and strategies to solve running challenges and run in a school cross-country race.</p> <p>Assessment - Students will run and apply concepts and strategies to manage cross-country running challenges. They will participate in a school cross-country event.</p>	<p style="text-align: center;"><u>Athletic Spectacle</u></p> <p>Students will perform an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Assessment task – Students will participate in, perform and apply an athletic-themed sequence using fundamental movement skills. They will combine the elements of effort, space and objects with strategies to perform in the event of High Jump.</p>
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Design Technologies	<p style="text-align: center;"><u>Repurpose it</u></p> <p>Students will investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They will explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs.</p> <p>Assessment - Students will design, make and evaluate a game for an individual on the First Fleet.</p>		
The Arts	<p style="text-align: center;"><u>Exploring issues through drama</u></p> <p>Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama</p> <p>Assessment - Students will devise, respond to and perform drama about an issue.</p>		
Music	<p style="text-align: center;"><u>Songs of Australia</u></p> <p>Students will continue to make music and respond to music, exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>Assessment - Students will compose, perform and respond to Australian music.</p>		
Japanese	<p style="text-align: center;"><u>Obento we go!</u></p> <p>Students will learn about obento culture in Japan, including the many different types of obento. They will learn to read and write the types of food that go into an obento and reflect on how eating habits are different between Japan and Australia.</p> <p>Assessment task – Students will design their own obento, using script to label it.</p>		