

## Y04 Curriculum Overview Semester 2 2024

	Term 3	Term 4
<b>English</b>	<p style="text-align: center;"><b>Exploring a quest novel</b></p> <p>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.</p> <p><b>Assessment task:</b> Written response: <i>students will plan, draft and publish their own quest narrative, explaining language choices and character development.</i></p> <p><b>Assessment task:</b> Comprehension task: <i>Students will respond to both literal and inferential comprehension questions regarding the quest novel 'Rowan of Rin.'</i></p>	<p style="text-align: center;"><b>Writing a persuasive text</b></p> <p>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</p> <p><b>Assessment task:</b> Writing a persuasive text: <i>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.</i></p>
<b>Mathematics</b>	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will develop understandings of:</p> <ul style="list-style-type: none"> <li><b>Number and place value</b> — interpret number representations; sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division; develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations</li> <li><b>Fractions and decimals</b> — partition to create fraction families; identify, model and represent equivalent fractions; count by fractions; solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals</li> <li><b>Money and financial mathematics</b> — represent, calculate and round amounts of money required for purchases and change</li> <li><b>Patterns and algebra</b> — use equivalent addition and subtraction number sentences to find unknown quantities</li> <li><b>Using units of measurement</b> — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement</li> <li><b>Shape</b> — compare the areas of regular and irregular shapes using informal units of area measurement</li> <li>Location and transformation — investigate different types of symmetry; analyse and create symmetrical designs.</li> </ul> <p><b>Assessment task</b> – Investigating mass.</p> <p><b>Assessment task</b> – Recognising and locating fractions: <i>Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</i></p> <p><b>Assessment task</b> – Comparing area and using measurements: <i>Students compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length. Students recall multiplication and division facts.</i></p>	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will develop understandings of:</p> <ul style="list-style-type: none"> <li><b>Number and place value</b> — interpret number representations; sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division; develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations</li> <li><b>Fractions and decimals</b> — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)</li> <li><b>Money and financial mathematics</b> — calculate change to the nearest five cents, solve problems involving purchases</li> <li><b>Patterns and algebra</b> — use equivalent multiplication and division number sentences to find unknown quantities</li> <li><b>Using units of measurement</b> — use am and pm notation, solve simple time problems</li> <li><b>Shape</b> — measure area of shapes, compare the areas of regular and irregular shapes by informal means</li> <li><b>Data representation and interpretation</b> — write questions to collect data, collect and record data, display and interpret data.</li> </ul> <p><b>Assessment task</b> - Connecting decimals and fractions: <i>students demonstrate and explain the connections between fractions and decimals to hundredths.</i></p> <p><b>Assessment task</b> - Analysing data: <i>students define the different methods for data collection and representation, and evaluate their effectiveness. Students construct data displays from given or collected data.</i></p> <p><b>Assessment task</b> - Solving purchasing problems: <i>students solve simple purchasing problems including the calculation of change.</i></p> <p><b>Assessment task</b> - Investigating time: <i>Students use simple strategies to reason and solve a measurement inquiry question.</i></p>
<b>Science</b>	<p>Students will explore the following big inquiry question:</p> <p style="text-align: center;"><b>How can we better conserve water?</b></p> <p>Through the concept of 'conservation,' they will explore the following:</p> <ul style="list-style-type: none"> <li>How can I actively conserve water?</li> <li>How can I promote being water wise?</li> <li>What is the water cycle and why is it important for me?</li> <li>What processes do scientists use to collate data? Why is this important?</li> </ul> <p><b>Assessment task</b> – Part A: <i>students will create a visual representation of the water cycle, annotating the stages, identifying the source of water and communicating ways to conserve water.</i></p> <p>Part B: <i>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.</i></p>	<p>Students will explore the following big inquiry questions:</p> <p style="text-align: center;"><b>Do we need different environments? Do environments matter?</b></p> <p>Through the concept of 'conservation,' they will explore the following:</p> <ul style="list-style-type: none"> <li>What are the different roles, interactions and relationships within an environment?</li> <li>What are the differences between a consumer, producer and a decomposer within an environment?</li> <li>How can I represent a food chain?</li> <li>How can I represent the interconnections and relationships within my chosen environment to communicate my knowledge and understanding?</li> <li>What scientific language &amp; symbols do I need when representing the different roles, interactions and relationships within an environment?</li> </ul> <p><b>Assessment task:</b> <i>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.</i></p>

<b>HASS</b>	<p>Students will explore the following big inquiry questions:</p> <p style="text-align: center;"><b><i>Do we need different environments? Do environments matter?</i></b></p> <p>Through the concept of 'conservation,' they will explore the following:</p> <ul style="list-style-type: none"> <li>• Why environments are important?</li> <li>• What the different types of environments and how do they differ?</li> <li>• What are renewable and non-renewable resources?</li> <li>• How are renewable and non-renewable resources managed?</li> <li>•</li> </ul> <ul style="list-style-type: none"> <li>• How can I pose an investigable question?</li> <li>• What information and data can I obtain from my sources?</li> <li>• Which graphic organisers are best suited to collecting and recording my information?</li> </ul> <p>An assessment task will be developed as part of the collaborative inquiry process.</p>	
<b>Health &amp; Media Arts</b>	<p style="text-align: center;"><b>Camp!</b></p> <p>Through preparing, participating and reflecting on Year 4 camp, students will identify connections to their community to support their health, wellbeing and safety. They will investigate strategies to respect and value diversity and understand how to interact positively with others in a variety of situations. Students will explore how media artworks can represent people, especially within still images. They will experiment with media technologies to create a representation through the manipulation of images.</p> <p><b>Assessment task</b> - Students will engage in an investigation and reflection on their own and others growth and development as a result of camp.</p> <p><b>Assessment task</b>- Students will use still images to devise a representation of themselves and their camp experience, they will use media technologies to plan, create and present their media artwork.</p>	
<b>Physical Education</b>	<p style="text-align: center;"><b><u>Crazy about cricket</u></b></p> <p>Students will apply strategies for working cooperatively and apply rules fairly. 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.</p> <p><b>Assessment task</b> - Students will 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.</p>	<p style="text-align: center;"><b><u>Sport for All (Part 2)</u></b></p> <p>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.</p> <p><b>Assessment task</b> - Students will demonstrate ball control skills in a variety of situations. They will understand how to create and use space to their advantage.</p>
<b>Digital Technologies</b>	<p style="text-align: center;"><b><u>What digital systems do you use?</u></b></p> <p>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</p> <p><b>Assessment task</b> - Students explain what they know about digital systems and create a simple guessing game using visual programming language.</p>	
<b>Visual Art</b>	<p style="text-align: center;"><b><u>Patterns in the playground</u></b></p> <p>Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.</p> <p><b>Assessment task</b> – Students explore artists’ use of patterns and surfaces from their surroundings in the artworks they make.</p>	
<b>Music</b>	<p style="text-align: center;"><b><u>Sea Shanties and Ballads</u></b></p> <p>Students make and respond to music by exploring the different forms and uses of sea shanties and sea ballads, for example call and response, verse and chorus, different lengths of phrases for different tasks on a ship, sea ballads to tell a story.</p> <p><b>Assessment task</b> -Sea Shanties and Ballads: <i>Students perform, compose and respond to music that represents a sea shanty or sea ballad using known forms like call and response or verse and chorus.</i></p>	<p style="text-align: center;"><b><u>Musical characters and action</u></b></p> <p>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.</p> <p><b>Assessment task</b> - Musical characters and action: <i>Collection of work: Students perform, compose and respond to music that represents characters and action portrayed in film, television and media.</i></p>
<b>Japanese</b>	<p style="text-align: center;"><b><u>Japanese – Kazoku (Family)</u></b></p> <p>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.</p> <p><b>Assessment:</b> Students will write and perform a rap about their family in Japanese in front of the class or teacher.</p>	