



Year 4 Curriculum Overview - Term 1 2021

English

1. Investigating author's language in a familiar narrative

Students will read a narrative and examine and analyse the language features and techniques used by the author. They will create a new chapter for the narrative for an audience of their peers

Assessment:

Students will create an imaginative new chapter for a book.

2. Examining humour in poetry

This term, Year 4 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.

Assessment:

Students will interpret and evaluate a humorous poem for its characteristic features.

Science – Material Use

In this unit, students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.

Assessment: Investigating properties affecting the use of ochre

Students will investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.

Humanities and Social Sciences (HASS) Inquiry 1

Students will explore the following inquiry question:

Should we have laws?

Through the concept of **roles and responsibilities** they will understand:

- 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

Assessment:

Students will recognise the importance of laws in society. They will examine information to distinguish between facts and opinions and detect points of view. They will share their points of view, respecting the views of others.

Humanities and Social Sciences (HASS) Inquiry 2

Students will explore the following inquiry question:

Why do people move from place to place?

Through the concept of **cause and effect**, they will understand:

- how the past makes us who we are
- why we explore
- what exploration can tell us
- how exploration results in change
- the impacts of exploration on them

Assessment:

Students will sequence information about events and the lives of individuals in chronological order with reference to key dates and recognise the significance of events in bringing about change.

Mathematics

Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

They will develop understandings of:

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.

Assessment:

1. **Recalling and using multiplication and division facts** - Students will recall multiplication and division facts, identify and explain unknown quantities and solve problems using appropriate strategies for multiplication and division
2. **Investigating the nature of 10 000** – Students use simple strategies to reason and solve number inquiry questions
3. **Identifying and explaining chance events** - Students will identify dependent and independent events and explain the chance of everyday events occurring.



Health - Netiquette and online protocols

Students examine and interpret health information about cyber-safety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify local resources to support their safety.

Assessment:

Students interpret health messages related to cyber safety and discuss the influences on safe online choices. They describe the connections and benefits students have within an online community and identify resources available to support their online safety.

The Arts – Drama – Exploring issues through drama

Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

Assessment:

Students will devise, respond to and perform drama about an issue.

Design and Technologies - Repurpose it

Students will investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They will repurpose an item of clothing to create another useful item.

They will also explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs.

Assessment:

Students will repurpose an item of clothing to create another useful item

Music - Songs of Australia

Students will 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.

Assessment:

Students will compose, perform and respond to Australian music.

Japanese – Amazing Places

Students will explore different regions in Japan and describe places in their own community.

Assessment

Students will describe places and events using adjectives, time-related vocabulary and appropriate verb forms. They will read and write words written in hiragana and in high-frequency kanji with support and scaffolding.

Physical Education – Cross-country

Students will 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.

Assessment

Students will run and apply concepts and strategies to manage cross-country running challenges. They will participate in a school cross-country event.