

# YEAR 4 CURRICULUM OVERVIEW TERM 1 2022

ENGLISH	MATHEMATICS
<p><b>Investigating Author’s Language in a Familiar Narrative</b> Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p> <p>Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Reading narratives</li> <li>• Examining noun groups that build characters</li> <li>• Examining verb groups that build characters</li> <li>• Examining direct speech</li> <li>• Examining language used to make texts cohesive</li> <li>• Examining adverb groups</li> <li>• Examine how authors develop character and plot</li> <li>• Transforming a story into a play</li> <li>• Use precise and interesting language to engage an audience</li> </ul> <p><b>Assessment and Monitoring</b></p> <ul style="list-style-type: none"> <li>• A new chapter - <i>Imaginative response – written</i>. Students create an imaginative new chapter for a book.</li> </ul>	<p><b>Students develop understandings of:</b></p> <p><u>Number and place value</u> — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare and order large numbers, generalise from number properties and results of calculations, explore a range of strategies strategies for addition, subtraction, multiplication and division tasks and discuss efficiency, Investigate number sequences involving multiples, make generalisations about the properties of odd and even numbers, identify odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers,</p> <p><u>Using units of measurement</u> —use instruments to accurately measure lengths, calculation of perimeter</p> <p><u>Chance</u> —compare dependent and independent events, describe probabilities of everyday events</p> <p><u>Data representation and interpretation</u> — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.</p> <p><b>Assessment and Monitoring</b></p> <p><b>Number</b> – Students identify, regroup and partition thousands. They use strategies to solve problems involving addition and subtraction</p> <p><b>Chance and Data</b> – Students construct and analyse data displays and list probabilities.</p> <p><b>Measurement</b> - They measure using m and cm and solve problems involving perimeter</p> <p><b>Number</b> – Students recall multiplication and division facts and describe number patterns with multiplication.</p>
SCIENCE	HASS – Humanities and Social Sciences
<p><b>Here Today, Gone Tomorrow</b> Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.</p> <p><b>Assessment and Monitoring</b></p> <p>Investigating soil erosion - Project</p> <p>Students describe the natural processes and human activity that cause changes to the Earth’s surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<p><b>Early Exploration and Settlement</b> (Continued throughout Term 2) Inquiry questions: <i>What were the short- and long-term effects of European settlement?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore the diversity of different groups within their local community</li> <li>• consider how personal identity is shaped by aspects of culture, and by the groups to which they belong</li> <li>• examine the purpose of laws and distinguish between rules and laws</li> <li>• make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British</li> <li>• analyse the experiences of contact between Australia’s first peoples and others, and the effects these interactions had on people and the environment</li> </ul> <p><b>Assessment and Monitoring</b></p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> <li>• describe factors that shape a person’s identity and sense of belonging</li> <li>• recognise the importance of laws in society</li> <li>• examine information to distinguish between facts and opinions and detect points of view</li> <li>• identify aspects of the past that have remained the same</li> <li>• describe the experiences of a group in the past</li> <li>• sequence information about events and the life of individual in chronological order with reference to key dates</li> <li>• present ideas, findings and conclusions</li> </ul>
DIGITAL TECHNOLOGIES	
<p>Students design and create a digital solution to a problem using algorithms that involve decision making and user input in Scratch.</p> <p><b>Assessment and Monitoring</b></p> <p>Planning of digital pathway</p> <p>Digital game construction</p>	
THE ARTS	HEALTH & PE
<p><b>Drama</b> Students explore ideas and narrative structures in dreaming stories through roles and situations. They improvise and devise drama. They use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place</p> <p><b>Music (specialist)</b> Students develop skills and physicality for playing an instrument. They read more complex and 2-part music scores and perform in groups and independently.</p> <p><b>Assessment and Monitoring</b></p> <p>Performance of scripted drama and written response.</p> <p>Students will be assessed on listening and instrument technique and timing and accuracy of reading of notation.</p>	<p><b>Physical activity</b> Students will develop hand-eye coordination and throwing and catching with tennis balls. In Netball, they will develop court movement and passing and catching.</p> <p>Using rules in game situations they will begin to work cooperatively and apply strategy to achieve success both individually and as a team.</p> <p><b>Assessment and Monitoring</b></p> <p>Students are assessed on their fundamental movement skills and how they apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They are observed and monitored for how they apply strategies and rules for working cooperatively and fairly.</p>

