

Woollooin State School Year 4 Curriculum Overview

		Semester 1		Semester 2		
English	<p>Investigating Author's language in a familiar narrative. Students read a narrative. They 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>Examining humour in poetry 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. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.</p>	<p>Examining traditional stories Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They will demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories. Students will plan and write a multimodal traditional story which includes a moral for a younger audience.</p>	<p>Unit 4: Exploring recounts set in the past. In this unit students 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. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.</p>	<p>Unit 5: Exploring a Quest novel. Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. In the assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel.</p>	<p>Examining persuasion in advertisements and product packaging. Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their product.</p>
	<p>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. 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. 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>	<p>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. 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.</p>	<p>Number and place value - 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. Fractions and decimals - 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. Location and transformation - investigate different types of symmetry; analyse and create symmetrical designs. Measurement - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement. Shape - compare the areas of regular and irregular shapes using informal units of area measurement. Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities.</p>	<p>Number and place value - calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers. Fractions and decimals - 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). Financial mathematics - calculate change to the nearest five cents, solve problems involving purchases. Patterns and algebra - use equivalent multiplication and division number sentences to find unknown quantities. Measurement - use am and pm notation, solve simple time problems. Shape - measure area of shapes, compare the areas of regular and irregular shapes by informal means. Data representation and interpretation - write questions to collect data, collect and record data, display and interpret data.</p>		
Mathematics						

Science	<p>Unit 1: Here today, gone tomorrow Students will 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.</p>	<p>Ready, set, grow! Students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species.</p>	<p>Material use 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.</p>	<p>Fast forces! Students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely to collect data. Students will use tables and column graphs to organise data, identify patterns and communicate findings. They will identify how science knowledge of forces helps people understand the effects of their actions.</p>
HAAS	<p>Inquiry question: <i>What were the short- and long-term effects of European settlement?</i></p> <ul style="list-style-type: none"> • explore the diversity of different groups within their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • examine the purpose of laws and distinguish between rules and laws • 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 • investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people • analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment • draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius. 		<p>Inquiry question: <i>How can people use environments more sustainably?</i></p> <ul style="list-style-type: none"> • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people. 	
ARTS	<p>Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create art works. Typically, students will:</p> <ul style="list-style-type: none"> • Dance, create dances to tell a story • Drama, develop performances from stories or picture books • Media Arts, use technologies to change images, add words and record sounds • Music, sing and explore instruments to create music • Visual Arts, look at an artist's work and create their own, experimenting with materials, such as paint, crayons, markers and colour pencils. 			
Technologies	<p>Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies. Typically, students will:</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> • draw, label and model ideas when designing and producing solutions such as creating a toy that moves • plan steps to produce solutions and learn to manage their time <p>Digital Technologies</p> <ul style="list-style-type: none"> • identify and learn how to follow safety rules when working online • identify problems and solve them, for example, identifying stages of a game and decisions that a player must make to win • create a range of digital solutions, such as coding simple interactive games. 			
HPE	<p>Students learn about changes they experience as they grow up, valuing difference in others. They develop more complicated movement skills. Typically, students will:</p> <ul style="list-style-type: none"> • talk about challenge, risk, success and failure, and how these affect the way they see themselves • keep themselves and others safe and healthy in and out of the classroom • build positive relationships and become more aware of emotions • understand their own family background, and value all people and cultures including their own • play games in a range of outdoor places • improve their skills in different activities • use rules, scoring, tactics, fair play and teamwork. 			