



Year 4J – Curriculum Overview – 2024



Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	<p>Persuade Me Students explore structural and language features and devices used by authors to persuade and build an argument. Students create a persuasive text for a particular purpose and expressing an opinion with supporting arguments.</p>	<p>Examining humour in poetry Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem</p>	<p>Information Report – Neighbouring Country Students read and listen to a range of informative texts. They use language features, images and vocabulary are used to engage the interest of the audience.</p>	<p>Investigating author's language in a familiar narrative Students read a narrative and examine and analyse language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p>
	Assessment	<p>Task: Write a persuasive letter in response to a proposal.</p>	<p>Task: To interpret and evaluate a humorous poem for its characteristic features.</p> <ul style="list-style-type: none"> Part A: Read the poem. Part B: Answer the comprehension questions. Part C: Oral Presentation <p>Reading Comprehension task (F)</p>	<p><i>Assignment /Project</i> Students are to write an information report about a neighbouring country Oral presentation of information report.</p> <p>Reading Comprehension task (NF)</p>	<p>A new chapter <i>Written</i> Students create an imaginative new chapter for a book. Examine and analyse language features and techniques used by the author.</p>
Maths	Units	<p>Why is it odd? In this unit students use the properties of numbers to continue patterns. Students make generalisation about adding, subtracting, multiplying & dividing odd & even numbers</p> <p>Sizzling Symmetry & Radical Right Angles In this unit students explore and create symmetrical shapes and patterns. They investigate properties of polygons, quadrilaterals and tangrams. Students investigate different types of symmetry, analyse & create symmetrical designs. Students identify, construct and mark angles not equal to a right angle.</p> <p>Time In this unit students explore and use appropriate language to communicate times. They use am and pm notation while solving simple time problems. They compare time durations & use instruments to accurately measure.</p>	<p>What are the Chances? In this unit students describe probabilities of everyday events and compare dependent & independent events.</p> <p>Data Analysers In this unit students investigate, collect, record and represent data in a variety of ways. They write questions to collect data and interpret data that they and others have collected. Students communicate information using graphical displays and evaluate the appropriateness of different displays.</p> <p>Gnome Land Your class has been asked to complete a number of maths tasks where you need to interpret information contained in a map of Gnome Land and give directions to locations on the map using the mathematical language of mapping conventions.</p>	<p>Fraction Fit In this unit students investigate and represent equivalent fractions in a variety of ways. They count & represent fractions on number lines & using a range of models. Students identify, model & represent equivalent fractions.</p> <p>Marvellous Measurement In this unit students have been investigating and representing the areas of regular and irregular shapes using informal units. They have used scaled instruments to measure temperature, length, shape, volume and objects.</p> <p>Solving Purchasing Problems In this unit students solve problems involving purchases. They explore strategies to calculate change to the nearest 5 cents.</p>	<p>Connecting Fractions and Decimals In this unit students will make connections between fractions and decimals to hundredths. They count & identify equivalent fractions. Students model and represent decimals and fractions.</p> <p>Abundant Numbers In this unit students recall multiplication facts and utilise appropriate strategies to solve problems involving multiplication and division. They explore number patterns involving multiplication. They identify and explain strategies for finding unknown quantities in number sentences.</p>
	Assessment	Why is it odd? <i>Short answer test</i> Students use the relationships between the four operations and odd and even numbers. Students balance equations.	What are the Chances? <i>Short answer test</i> Students identify dependent and independent events and explain the chance of everyday events occurring	Fraction fit <i>Short answer test</i> Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts	Connecting Fractions and Decimals <i>Short answer test</i> Students recall multiplication and division facts, demonstrate and explain the connections between fractions and decimals to hundredths.
		Sizzling Symmetry & Radical Right angles <i>Short answer test</i> Students identify line symmetry in shapes and patterns. Students create symmetrical shapes and patterns. Students classify angles in relation to a right angle.	Data analysers <i>Short answer test</i> Students define the different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data.	Marvellous Measurement <i>Short answer test</i> Students compare areas of regular and compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length.	Abundant numbers <i>Short answer test</i> Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division Students continue number patterns.
		Time <i>Short answer test</i> Students convert between units of time and can solve problems involving time duration.	Gnome Land <i>Short answer test</i> Students interpret information contained in simple maps.	Solving Purchasing Problems <i>Short answer test</i> Students solve simple purchasing problems including the calculation of change.	

Science	Units	Biological Science Unit Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. They identify when science is used to understand the effect of their own and others' actions.	Material Madness They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations.	Fantastic Forces Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated.	Earth's Changing Surface In this unit 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.
	Assessment	Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.	Investigating properties of materials <i>Scientific investigations.</i> Students investigate the observable properties of materials and explain how they can be used in real-life situations after conducting a fair test.	Investigating contact and non-contact forces <i>Investigation</i> Students conduct an investigation about how contact and non-contact forces are exerted on an object. They make a prediction, collect data and identify patterns. Students suggest explanations and communicate their observations findings.	Changes to the Earth's Surface <i>Shor answer test</i> Students describe the natural processes and human activity that cause changes to the Earth's surface. Students apply science understandings to formulate control strategies in real-life situations.
HASS	Units	Where do we belong? (Civics) Explore the difference between rules and laws. Investigate belonging to different groups and how that shapes our identity. How people, places and environments interact. In this unit, students will: <ul style="list-style-type: none"> Investigate the differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples Explore the different cultural, religious and/or social groups to which they and others in the community belong 	Continents (Geography) In this unit, students will: <ul style="list-style-type: none"> Explore the main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia Investigate the importance of environments, including natural vegetation, to animals and people 	First Contacts (History) Investigate world explorers and first contacts with Aboriginal and Torres Strait Islander peoples. Inquiry questions: <i>How people, places and environments interact, past and present.</i> In this unit, students will: <ul style="list-style-type: none"> explore the diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) investigate the journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts investigate the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival identify the nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments. 	Sustainability Explore natural and processed materials. Investigate sustainability and waste management in the local community. Inquiry questions: <i>How can people use environments more sustainably? How people, places and environments interact, past and present.</i> In this unit, students will: <ul style="list-style-type: none"> Examine the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability Investigate the use and management of natural resources and waste, and the different views on how to do this sustainably
	Assessment	Assessment: Written - short test Identify rules and laws. Explore groups that shape a person's sense of belonging.	Assessment: Portfolio	Assessment: Written - test	Assessment: Collection of work
Technologies	Units	Digital Technology Drones to the Rescue In this unit students will: <ul style="list-style-type: none"> define simple problems and identify needs develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a solution to a problem Reflecting and suggesting improvements to solve problems 		Design and Technology Designing a Wind Turbine In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose items with other recycled materials to create a wind turbine. 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. Students will apply the following processes and production skills: <ul style="list-style-type: none"> Investigating to identify examples of recycling, up-cycling and reusing Generating design ideas for a useful item and communicating them with annotated design drawings Producing a useful item by selecting relevant tools and resources, and using them safely Evaluating design ideas, processes and solutions Collaborating as well as working individually throughout the process 	
	Assessment	Journal and Observation Students apply skills in defining, designing, implementing and evaluating a digital solution using a visual programming language. Students code a drone to move around a maze and solve problems along the way.		<i>Collection of work</i> Students design and make a wind turbine that follows the design process.	
The Arts	Units	Visual Arts – Art through History In this unit, students will be learning about different art styles and artists throughout history. They study the various techniques used by the artists during these periods. They will make, display and discuss their own and others' artworks.		Media Arts – Poetry in Motion In this unit, students create a video to deliver a multimodal recording.	
	Assessment			Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> use story principles to make and share media artworks use time, space and technologies to make and share media artworks discuss how and why they and others use images, sound and text to make media artworks make and share media artworks that communicate ideas to an audience describe and discuss similarities and differences between media artworks they make and view.	

