Year 4KC – Curriculum Overview – 2024

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	**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.	**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	**Information Report – Endangered animals** 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.	**Exploring Narrative Writing** Students read a narrative and examine and analyse the language features and techniques used by the author. They create an imaginative narrative for an audience of their peers.
	Assessment	Task: Write a persuasive letter in response to a proposal	Task: To interpret and evaluate a humorous poem for its characteristic features. • **Part A:** Read the poem. • **Part B:** Answer the comprehension questions. • **Part C:** Oral Presentation Reading Comprehension task (F)	*Assignment /Project* Students are to write an information report about an endangered animal. Oral presentation of information report. Reading Comprehension task (NF)	Imaginative response — Written Students create an imaginative a short story
Maths	Units	**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 **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. **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.	**What are the Chances?** In this unit students describe probabilities of everyday events and compare dependent & independent events. **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.	**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. **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. **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. **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.	**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. **Solving Purchasing Problems** In this unit students solve problems involving purchases. They explore strategies to calculate change to the nearest 5 cents.
	Assessment	**Why is it odd?** *Short answer test* Students use the relationships between the four operations and odd and even numbers. Students balance equations.	**What are the Chances?** *Short answer test* Students identify dependent and independent events and explain the chance of everyday events occurring	**Fraction fit** *Short answer test* Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts **Connecting Fractions and Decimals** *Short answer test* Students recall multiplication and division facts, demonstrate and explain the connections between fractions and decimals to hundredths.	**Solving Purchasing Problems** *Short answer test* Students solve simple purchasing problems including the calculation of change.
		Data analysers *Short answer test* 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** *Short answer test* 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** *Short answer test* Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division Students continue number patterns.	**Sizzling Symmetry & Radical Right angles** *Short answer test* Students identify line symmetry in shapes and patterns. Students create symmetrical shapes and patterns. Students classify angles in relation to a right angle.
		Gnome Land *Short answer test* Students interpret information contained in simple maps.		**Time** *Short answer test* Students convert between units of time and can solve problems involving time duration.	

Science	***Units***	**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.	**Endangered Island** 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.
	Assessment	**Investigating contact and non-contact forces** *Investigation* 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** *Shor answer test* 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.	**Endangered Island Task** *Research* 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** *Scientific investigations.* Students investigate the observable properties of materials and explain how they can be used in real-life situations after conducting a fair test.
HASS	***Units***	**Continents (Geography)** In this unit, students will: • 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 **Sustainability** Explore natural and processed materials. Investigate sustainability and environmental issues in The Amazon.		**First Contacts (History)** Investigate world explorers and first contacts with Aboriginal and Torres Strait Islander peoples. Inquiry questions: *How people, places and environments interact, past and present*. In this unit, students will: • 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.	**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: • 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
	Assessment	Assessment: - Collection of Work		Assessment: Written - test	Assessment: Written - short test Identify rules and laws. Explore groups that shape a person's sense of belonging.
Technologies	***Units***	Design Technologies – Pinball Paradise In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. Students will apply these processes and production skills to: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas for a pinball machine and a games environment • producing a pinball machine that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and developing sequenced steps.		Digital Technology – Dashes to the Rescue In this unit students will: • 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	
	Assessment	*Collection of work* Students design and make a rescue craft that follows the design process.		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.	
The Arts	***Units***	**Media Arts** – Poetry in Motion In this unit, students create a video to deliver a multimodal recording.		**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.	
	Assessment	Assessment will gather evidence of the student's ability to: • 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.		Explore the works of various artists throughout history. Examine the use of symbols, colours, techniques and the elements of art they used to create inspired individual artworks. Create, compare and reflect on their artworks in the style of a famous artist.	