

# YEAR FOUR

## KEY LEARNING AREAS



		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH		<p><b>Unit 1 - Investigating author language in a familiar narrative</b> In this unit 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. <i>Imaginative response – written</i> <b>Assessment task - A new chapter</b> Students create an imaginative new chapter for a book. <i>Monitoring comprehension</i> <b>Assessment task - Reading comprehension</b> Students use comprehension strategies to understand language and visual features in a familiar narrative.</p>	<p><b>Unit 3 - Examining traditional stories</b> In this unit students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. <i>Assignment/Project</i> <b>Assessment task - Create and present a traditional story</b> Students create and present a traditional story which includes a moral for a younger audience. <i>Monitoring comprehension</i> <b>Monitoring task - Comprehending a traditional Asian story</b> Students comprehend a traditional Asian story.</p>	<p><b>Unit 5- Exploring a Quest Novel</b> In this unit, 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. <i>Informative response – written</i> <b>Assessment task - Written response</b> Students explain how the author of a quest novel represents the main character in an important event. <i>Monitoring discussion &amp; analysis</i> <b>Monitoring task - Online discussion</b> Students write posts and respond to others' posts in an online discussion to analyse and interpret a quest novel.</p> <p><b>Unit 2: Examining humour in poetry</b> <b>Assessment: Not Assessed</b></p>	<p><b>Unit 6 - Examining persuasion in advertisements and product packaging</b> In this unit 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. <i>Short answer questions</i> <b>Assessment task - Reading and viewing comprehension</b> Students identify and interpret the persuasive language features and visual elements of a product's packaging. <i>Monitoring response – written &amp; oral</i> <b>Monitoring task - Design a breakfast cereal package</b> Students design and present a breakfast cereal package to an audience of peers.</p>
MATHS		<p><b>Unit 1</b> <b>AT 1 - Recalling and using multiplication and division facts</b> <i>Short answer questions</i> - Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division <b>AT 2 - Identifying and explaining chance events</b> <i>Short answer questions</i> - Students identify dependent and independent events and explain the chance of everyday events occurring. <b>GI - Investigating the nature of 10 000</b> <i>Assignment/project</i> - Students use simple strategies to reason and solve number inquiry questions.</p>	<p><b>Unit 2</b> <b>AT 1 - Using the properties of odd and even numbers</b> <i>Short answer questions</i> - Students use the relationships between the four operations and odd and even numbers. <b>AT 2 - Recalling multiplication and division facts, interpreting simple maps and classifying angles</b> <i>Short answer questions</i> - Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle. <b>GI – Investigating distance on maps (assessed)</b> <i>Assignment/project</i> - Students use simple strategies to reason and solve location inquiry questions.</p>	<p><b>Unit 3</b> <b>AT 1 - Comparing areas and using measurement</b> <i>Short answer questions</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. Students recall multiplication and division facts. <b>AT 2 - Recognising and locating fractions</b> <i>Short answer questions</i> - Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts. <b>GI – Investigating mass (assessed)</b> <i>Written</i> - Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p><b>Unit 4</b> <b>AT 1 - Connecting decimals and fractions</b> <i>Short answer questions</i> - Students demonstrate and explain the connections between fractions and decimals to hundredths <b>AT 2 - Analysing data</b> <i>Short answer questions</i> - Students define the different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data. <b>AT 3 - Solving purchasing problems</b> <i>Short answer questions</i> - Students solve simple purchasing problems including the calculation of change. <b>GI – Investigating time</b> <i>Short answer questions</i> - Students use simple strategies to reason and solve a measurement inquiry question.</p>
SCIENCE		<p><b>Unit 2: Ready, set, grow! - Biological sciences</b> <i>Research</i> 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.</p>	<p><b>Unit 3: Material use – Chemical sciences</b> <i>Supervised assessment</i> Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.</p>	<p><b>Unit 4: Fast forces! – Physical sciences</b> <i>Experimental investigation</i> Students investigate about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>	<p><b>Unit 1: Here today, gone tomorrow - Earth Space sciences</b> <i>Project</i> 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>
HASS		<p><b>Unit 1: European exploration and settlement (History Base)</b> To explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society. <i>Portfolio</i></p>		<p><b>Unit 2: Sustainable use of places (Geography Base)</b> To investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge. <i>Research</i></p>	
Health & PE	Personal, Social & Community Health EVEN Years	<p><b>HEALTH Year 4 – Unit 4 – Netiquette &amp; Online Protocols</b> In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety. <i>Assignment/Project</i></p>		<p><b>HEALTH YEAR 4 - Unit 1 - Making Healthy Choices</b> Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to Healthy Eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages. <i>Supervised Assessment</i></p>	
	Personal, Social & Community Health ODD Years	<p><b>HEALTH – Year 3 Unit 1 – Good Friends</b> Students recognise strategies for managing change and identify influences that strengthen identity. They investigate how emotional responses vary and understand how to interact positively with others. <i>Assignment/Project</i></p>		<p><b>HEALTH – Year 3 Unit 3 – Healthy Futures</b> Students investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting. <i>Research</i></p>	
	Movement & Physical Activity	<p><b>MOVEMENT Year 4 Unit 3 – Bat, catch, HOWAZAT!</b> In this unit, students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. <i>Practical</i></p>	<p><b>MOVEMENT – Year 4 Unit 2 – Athletic Spectacle</b> In this unit students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences. <i>Practical</i></p>	<p><b>MOVEMENT Unit 3 – Touch Football (SBU)</b> Students identify and explain the health-related fitness components used in touch football. <i>Practical</i></p>	<p><b>MOVEMENT Unit 4 – Team work (SBU)</b> Students apply strategies for working cooperatively and apply rules fairly. <i>Practical</i></p>
Technology	Design Tech Digital Tech	<p><b>Unit 2 Digital Technology What's your Waste Footprint</b> <i>Portfolio</i> Assessment of student learning will be gathered from completing project work.</p>		<p><b>ICT Skill Development</b> Students develop capability in using ICT</p>	
The Arts		<p><b>Dance – Unit 3 – Wildlife Watch</b> Students respond to, choreograph and perform dance by representing ideas and stories about animals and the environment. <i>Collection of work</i></p>		<p><b>Media – Unit 2 – Poetry in Motion</b> Students explore animation, sound and characters through humorous poetry. <i>Collection of work</i></p>	
LOTE		<p><b>Unit 1 – Chinese Basics</b> In this unit, students explore the concept of Chinese as a photographic language and how Pinyin – the spelling sound will help to learn Chinese greetings.</p>	<p><b>Unit 2 – Chinese Zodiac Animals</b> In this unit, students use language to explore the concept of Chinese Zodiac animals in Chinese-speaking cultures and make connections with age, family members, friends.</p>	<p><b>Unit 3 – Numbers &amp; Dates</b> In this unit, students use language to explore the concept of numbers in Chinese and dates, birthdays.</p>	<p><b>Unit 4 – Colours</b> In this unit, students use language to explore the concept of colour and describe animals with colours.</p>