



Yugumbir State School

Year 4 Yearly Overview Curriculum Plan

2022

CARING HEARTS
ENQUIRING MINDS
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4	
CLASS TEACHER	ENGLISH – V8 AC	<p>Investigating Author's Language in a Familiar Narrative 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. Assessment Task - A new chapter Students create an imaginative new chapter for a book.</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. Assessment Task - Interpret and evaluate a humorous poem: Reading comprehension Students interpret and evaluate a humorous poem for its characteristic features.</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 cereal. Assessment Task- Reading and viewing comprehension: Students identify and interpret the persuasive language features and visual elements of the product's packaging.</p>	<p>Exploring Recounts Set in the Past 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 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. Assessment Task - Comprehending historical recounts Students read historical recounts, answer comprehension questions and identify language features used to engage the audience. Spoken presentation Students deliver a spoken recount in role as a character from a particular historical context.</p>	<p>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. Students also write a short response explaining how the author represents the main character in an important event in the quest novel. Assessment Task - Written response Students explain how the author of a quest novel represents the main character in an important event. Assessment Task – Reading & Responding Task To independently and fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.</p>

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CLASS TEACHER	MATHS – V8 AC– C2C	<p>UNIT 1 Students develop understandings of:</p> <ul style="list-style-type: none"> 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, 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 Using units of 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. <p>Assessment Tasks Task 1: Recalling and using multiplication and division facts Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division</p> <p>Task 2: Identifying and explaining chance events Students identify dependent and independent events and explain the chance of everyday events occurring.</p>	<p>UNIT 2 Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-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 of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation. Fractions and decimals — revisit and develop understanding of 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 in familiar contexts. Money and financial mathematics — read and represent money amounts, investigate change, rounding 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. 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>Assessment Tasks Task 1: Using the properties of odd and even numbers Students use the relationships between the four operations and odd and even numbers.</p> <p>Task 2: Recalling multiplication and division facts, interpreting simple maps and classifying angles Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p>	<p>UNIT 3 Students develop understandings of:</p> <ul style="list-style-type: none"> 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. Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change. Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities. Using units of 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. Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs. <p>Assessment Tasks Task 1: Recognising and locating fractions Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p> <p>Task 2: Comparing areas and using measurement 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.</p> <p>Task 3 : Analysing data Students define the different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data.</p> <p>Task 4: Sizzling Symmetry Students identify and create symmetrical patterns.</p>	<p>UNIT 4 Students develop understandings of:</p> <ul style="list-style-type: none"> 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). Money and 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. Using units of 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>Assessment Tasks Task 1: Solving purchasing problems Students solve simple purchasing problems including the calculation of change.</p> <p>Task 2: Connecting decimals and fractions Students demonstrate and explain the connections between fractions and decimals to hundredths</p> <p>Task 3: Investigating time Students use simple strategies to reason and solve a measurement inquiry question.</p>
	CLASS TEACHER	SCIENCE – V8 AC – C2C	<p>Here today, gone tomorrow 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. 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>Assessment Task Investigating soil erosion Students describe the natural processes and human activity that cause changes to Earth's surface. Students will plan, conduct and report on an investigation of the erosion process. Students will apply science understandings to formulate control strategies in real-life situations.</p>	<p>Ready, set, grow! In this unit 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. Students will identify when science is used to understand the effect of their own and others' actions. Students will identify investigable questions and make predictions based on prior knowledge. They will discuss ways to conduct investigations safely and make and record observations with accuracy. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions.</p> <p>Assessment Task Mapping life cycles and relationships Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p>Material use In this unit 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. Students will make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. Students will 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. Students will complete simple reports to communicate their findings.</p> <p>Assessment Task Investigating properties affecting the use of ochre Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.</p>

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CLASS TEACHER	HASS - V8 AC – C2C	<p>Early exploration and settlement- <i>What were the short- and long-term effects of European settlement?</i> Students:</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><i>Assessment task</i> 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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe factors that shape a person's identity and sense of belonging recognise the importance of laws in society examine information to distinguish between facts and opinions and detect points of view explain how and why life changed in the past identify aspects of the past that have remained the same describe the experiences of a group in the past recognise the significance of events in bringing about change locate information from different sources to answer questions sequence information about events and the life of individual in chronological order with reference to key dates present ideas, findings and conclusions using discipline-specific terms in a range of communication forms. 		<p>Sustainable use of places - <i>How can people use environments more sustainably?</i> Students:</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. <p><i>Assessment task</i> 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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> pose questions to guide an investigation locate and collect information and data from different sources, including observations, to answer questions sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions describe and compare the diverse characteristics of different places at local and national scales identify interconnections between components of the environment and between people and the environment identify structures that support waste management in their local community identify different views on how to respond to an issue or challenge interpret data and information to identify and describe distributions and simple patterns and draw conclusions reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action present ideas, findings and conclusions using discipline-specific terms in a range of communication forms. 		
		CLASS TEACHER	C2C - V8 – HPE - Health	<p>Making Healthy Choices Students identify strategies to keep healthy and improve fitness. They explore the <i>Australian guide to healthy eating</i> 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>Assessment Task</i> Supervised assessment Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise strategies for managing change interpret health messages and discuss influences on healthy choices 	<p>Culture in Australia- Positive Interactions Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity. <i>Assessment Task</i> Collection of work Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection and observe varying emotional responses. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify influences that strengthen identities investigate how emotional responses vary 	<p>Health Channels Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios. <i>Assessment Task</i> Collection of work Students identify health messages in product advertisements. They apply decision-making skills in relation to a health message for a product. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> interpret health messages and discuss the influences on healthy choices
CLASS TEACHER	C2C - V8 – THE ARTS	<p>Narrative in motion In this unit students create a character animation to deliver an audio recording of a short, humorous narrative. Students will explore representations of people from their community to develop animated characters to engage audience. They experiment with media technology, collaborative processes (script, storyboard, photograph and edit as a slideshow). Productions will be shared in digital form. Students discuss similarities and differences in content, structure and animation approaches. Students describe and discuss intended purposes and meanings of media artworks using media arts key concepts.</p> <p>Collection of Work Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> collaborate to use story principles time, space and technologies to make and share media artworks that communicate ideas to an audience describe and discuss similarities and differences between media artworks they make and view discuss how and why they and others use images, sound and text to make and present media artworks. 		<p>Patterns in the playground In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore artworks from Aboriginal artists and Torres Strait Islander artists who represent the land through symbolic pattern explore visual conventions (visual capture, textural rubbing, painting, collage) represent ideas (display / art conversations / reflections) compare artworks and use art terminology to communicate meaning. <p>Collection of Work Explore artists' use of patterns and surfaces from their surroundings in the artworks they make.</p>		
SPECIALIST TEACHERS	C2C - V8 – HPE - Movement	<p>Fast Feet Students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping.</p> <p>Supervised assessment Students physical performances are based on the ongoing application of skills and conceptual understandings. Students perform individually and in pairs to solve movement challenges.</p>	<p>Can't Touch This Students demonstrate fundamental movement skills in passing, catching, evading and attacking in Touch. They refine their skills to perform in minor games. Supervised assessment Students perform passing and receiving in a line of 3-4. They demonstrate dodging and attacking (affect the touch) in minor drills and games.</p>	<p>Bat Catch Howzat Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games. Collection of work Students perform batting off a tee directly at the goal targets. They describe verbally how to bat through the targets. They perform throwing, batting and fielding skills in a game setting. Students demonstrate and describe ways to play cooperatively in the game.</p>	<p>Padder Tennis Students develop striking skills such as forehand and backhand. They apply strategies for working cooperatively and apply rules fairly in active play and games. They apply skills and concepts to solve movement challenges in modified tennis games. Collection of work Students perform forehand and serve individually. They select the appropriate skills in the modified game setting.</p>	
	C2C - V8 – TECHNOLOGIES	<p>Modern and Traditional Food Technologies Students will investigate food and fibre technologies used in modern and traditional societies, particularly Aboriginal and Torres Strait Islander Peoples. They will explore tools, equipment and procedures used in food production and create a design concept to better improve a technology.</p>		<p>Bridge Building Students will investigate forces and the properties of materials that affect the behaviour of a product. They will use the design process to conduct investigations to understand the characteristics and properties of bridge building, including the forces that may affect the behaviour. Students will then use a digital program to create their Bridge design.</p>		
	C2C - V8 – Music	<p>Melody and Accompaniment Students will explore how the elements combine to create music that is used to for accompaniment. They will use both tuned and untuned percussion instruments to create music in ensemble performances. Students are introduced to music notation programs which they will use to notate their accompaniment compositions.</p>		<p>Let's Celebrate, Let's Remember Students will explore how music has been used throughout history in times of celebration and commemoration, using the ukulele to sing and play songs. They will learn specifically about Blues music, the 12 Bar Blues format and how the elements of music are used in the composition and performance of this genre.</p>		

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C2C – V8 - LANGUAGES – Indonesian	<p style="text-align: center;">Numbers & Colours (Nomor & Warna)</p> <p>Students commenced their studies of Indonesian, recognising the Roman alphabet format of Indonesian text, learning the sounds of vowels and practising the trilled r. They learnt how to count to ten.</p> <p>Task 1 – Written Test (Ujian) including 5 minute Dictionary Translating (Kamus) Test at end of term</p>	<p style="text-align: center;">My Family (Keluarga Saya)</p> <p>Students learnt how to interact verbally and in writing to exchange ideas and feelings.</p> <p>Task 1 – Poster About Me & My Family Students design a poster about self and family. Include at least one photo of self (provided) and several sentences in Indonesian. Aim for visual appeal and creativity of design, as well as accuracy and neatness of text. Read a number of Indonesian sentences (22 words) to class.</p>	<p style="text-align: center;">Transportation (Transportasi)</p> <p>Students explored the transportation options available in Indonesian and used modelled language to create their own cards for a travel board game.</p> <p>Task 1 – Travel Board Game (Pulang ke Rumah) Students create a travel board game and a set of cards which have Indonesian text to direct the player to travel by a vehicle to a place (on the board).</p>	<p style="text-align: center;">Animals (Binatang)</p> <p>Students discovered some of the animals native to Indonesia, creating simple informative and descriptive texts.</p> <p>Task 1 – Animal Information Lift-the-Flap Project Students write about some Indonesian animals with text in English and a written description in Indonesian of what the animal eats and what colour it is.</p> <p>Task 2 – 5 minute Dictionary Translating (Kamus) Test</p>