



Yugumbir State School

Year 4 Yearly Overview Curriculum Plan

2023

CARING HEARTS
ENQUIRING MINDS
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4	
CLASS TEACHER	ENGLISH – V8 AC	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.	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.	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 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.	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.	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.
CLASS TEACHER	MATHS – V8 AC– C2C	UNIT 1 Students develop understandings of: <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. 	UNIT 2 Students develop understandings of: <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. 	UNIT 3 Students develop understandings of: <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. 	UNIT 4 Students develop understandings of: <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. 	
CLASS TEACHER	SCIENCE – V8 AC – C2C	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.	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.	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.	Fast forces! In this unit 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 and identify patterns so that findings can be communicated. They will identify how science knowledge of forces helps people understand the effects of their actions.	

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CLASS TEACHER	HASS - V8 AC – C2C	Early exploration and settlement- What were the short- and long-term effects of European settlement? Students: <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. 		Sustainable use of places - How can people use environments more sustainably? Students: <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. 		
		CLASS TEACHER	C2C - V8 – HPE - Health	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. Assessment Task		Netiquette and Online Protocols 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 explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety. Assessment Task
CLASS TEACHER	C2C - V8 – THE ARTS	Poetry in motion In this unit students create a character animation to deliver an audio recording of a short, humorous poem. Students will explore representations of people from their community to develop animated characters considering animated forms, mouth shapes, facial expressions, character development, composition, text and sound in media delivery to engage audience. They experiment with media technology, collaborative processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation. 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. <ul style="list-style-type: none"> 		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. Students will: <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. 		
SPECIALIST TEACHERS	C2C - V8 – HPE - Movement	Criss cross Students practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They examine the benefits of being healthy and physically active, and how they relate to skipping.	Athletic Spectacle Students create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.	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.	Let Me Entertain You Students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.	
	C2C - V8 – TECHNOLOGIES	Design: What's For Lunch? 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.		Design: Pinball Paradise In this unit, students 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.		
	C2C - V8 – Music	Melody & Accompaniment Perform a melodic piece in time with a recording: <ol style="list-style-type: none"> Read a melodic part from the staff Play a melodic instrument (glockenspiel/recorder) with correct technique Create an appropriate rhythmic accompaniment using notation program: <ol style="list-style-type: none"> Multiple parts Contrasting rhythms 		Let's Celebrate! Perform a song using ukulele: <ol style="list-style-type: none"> Sing and play a song from a list Answer questions about their performance Listening: <ol style="list-style-type: none"> Describe the elements of music used in a piece of music, using appropriate terminology 		
	C2C – V8 - LANGUAGES – Indonesian	Numbers & Colours (Nomor & Warna) 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.	My Family (Keluarga Saya) Students learn how to interact verbally and in writing to exchange ideas and feelings.	Transportation (Transportasi) Students explored the transportation options available in Indonesian and used modelled language to create their own cards for a travel board game.	Animals (Binatang) Students discovered some of the animals native to Indonesia, creating simple informative and descriptive texts.	