

## Year 4 CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4
	Incursion: World of Maths	Excursion: Morton Bay EEC 'First Contact'	Incursion: Make and Meld 'playground design'	Incursion/Excursion: BBC Bush Neighbours
<b>ENGLISH</b>	<p style="text-align: center;"><b>Literary Discussion- Film review</b></p> <p>Students explore a range of imaginative texts such as picture books, short novels, poetry and dramatic performances to develop their understanding of how authors use language and literary devices to shape meaning. They identify features of imaginative texts and examine how characters, settings and events are created to express ideas. Through shared and independent reading, writing and discussion, students respond to and create imaginative texts, building confidence in speaking, listening and presenting their ideas.</p>	<p style="text-align: center;"><b>Informative-Water Cycle</b></p> <p>Students read, view and analyse a variety of informative texts on familiar and cross-curricular topics to expand their knowledge and vocabulary. They explore how text structures, language and visual features such as headings, layout and images help communicate information clearly. Students compare informative texts from different times and create their own informative reports, organising ideas into linked paragraphs and using precise language to express and develop ideas.</p>	<p style="text-align: center;"><b>Persuasive- Earnshaw's new playground</b></p> <p>Students engage with a range of persuasive and argument-based texts, including picture books, short novels, films and non-fiction examples, to learn how authors use language and structure to influence an audience. They identify and use features such as cohesive devices, sequencing, and subjective and objective language to strengthen their arguments. Through shared and independent writing and presentations, students create persuasive texts that express opinions and use voice effectively to engage their audience.</p>	<p style="text-align: center;"><b>Narrative- Rowan of Rin</b></p> <p>Students study a short novel to explore the structure and features of narrative texts, identifying stages such as orientation, complication and resolution. They analyse how authors use language, imagery and literary devices to develop character, setting and plot tension. Through reading and discussion, students enhance fluency and comprehension, and through writing tasks, they create detailed responses and imaginative pieces, using complex sentences, topic-specific vocabulary and correct spelling of multisyllabic words.</p>
	<p style="text-align: center;"><b>Number, Space, Statistics, Measurement</b></p> <ul style="list-style-type: none"> <li>build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together</li> <li>using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures</li> <li>create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest</li> <li>develop and use surveys and digital tools to generate data and conduct a statistical investigation</li> <li>measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units</li> </ul>	<p style="text-align: center;"><b>Number, Algebra, Measurement</b></p> <ul style="list-style-type: none"> <li>build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together</li> <li>use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values</li> <li>use strategies for multiplication and division based on the inverse relationship between them</li> <li>choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context</li> <li>solve everyday problems involving duration of time including converting units of time using relationships between units.</li> </ul>	<p style="text-align: center;"><b>Number, Space, Measurement</b></p> <ul style="list-style-type: none"> <li>draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together</li> <li>choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations)</li> <li>recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials</li> <li>become aware of the importance of context and purpose when making judgements (for example: reflect on the reasonableness of measurements, the results of calculations and how they choose to represent the mathematics).</li> </ul>	<p style="text-align: center;"><b>Number, Algebra, Probability</b></p> <ul style="list-style-type: none"> <li>build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently</li> <li>use algorithms to generate sets of numbers, recognising and describing any patterns that emerge</li> <li>develop and use strategies for multiplicative thinking such as creating an algorithm that will generate number sequences involving multiples</li> <li>draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment</li> <li>investigate variability by conducting repeated chance experiments, observing and communicating results.</li> </ul>
<b>MATHS</b>	<p style="text-align: center;"><b>Chemical Science</b></p> <p>Through the unit Packaging Pioneers, students learn about the properties of natural and man-made materials including fibres, metals, glass and plastics. They explore how to test materials for different properties, and examine real-life applications by designing packaging suitable to store and transport food, justifying why each material has been chosen.</p>	<p style="text-align: center;"><b>Earth Science</b></p> <p>Students observe and record changes in local water sources and explore how the water cycle operates in their environment. They investigate processes such as evaporation, condensation and precipitation using experiments, models, maps and digital simulations. Students learn to represent and describe patterns and relationships in water movement using graphs and scientific vocabulary. They discuss the importance of water conservation and recycling, proposing ways individuals and communities can reduce water waste. Something about water by Penny Matthews and Tom Jellet</p>	<p style="text-align: center;"><b>Physical Science</b></p> <p>Students investigate how frictional, gravitational and magnetic forces affect the motion of objects. They plan and conduct safe and fair tests to explore how forces can act at a distance or through contact, measuring and recording data using scaled instruments and digital tools. Students represent force direction and magnitude using arrows and graphs, comparing their findings with peers to draw conclusions. They explore how these forces are applied in everyday designs and technologies, including examples from Aboriginal and Torres Strait Islander innovations.</p>	<p style="text-align: center;"><b>Biological Science</b></p> <p>Students investigate different habitats, including their local environment, to identify how organisms interact and depend on one another. They classify living things as producers, consumers or decomposers and explore their roles within food chains. Using drawings, models or digital tools, students construct and compare food chains to identify simple patterns and relationships. They use models and graphs to predict how changes, such as introduced species, affect ecosystems, and communicate their understanding using scientific vocabulary.</p>
	<p style="text-align: center;"><b>SCIENCE</b></p>			

<b>HASS</b>	<b>History: Australia before and after 1788</b>		<b>Geography: How Should We Care for Our Coastlines?</b>	<b>Civics and Citizenship: Local Government, Laws &amp; Community Diversity</b>
	<p>Students develop an understanding of what life was like in Australia before and after 1788. They explore the diversity of First Nations Australians before colonisation, including their social organisation, culture, and ongoing connection to Country/Place. Students also investigate the causes and events that led to the establishment of the first British colony.</p> <p>Using sources such as pictures, maps, stories, and artefacts, students develop questions, interpret information, and analyse data to explore the experiences of First Nations Australians, convicts, and early settlers. They describe the effects of colonisation on people and environments, including the impacts on First Nations Australians and their Countries/Places.</p> <p>Students present their findings through writing, discussion, or performance, using historical terms and showing different perspectives on Australia's early history.</p>		<p>Students learn about the importance of environments, including natural vegetation and water, and why they matter to people and animals in Australia and another continent. They explore how resources can be used sustainably, learn about the responsibilities of First Nations Australians in caring for Country/Place, and develop skills to ask questions, interpret sources, and explain the significance of environments.</p>	<p>Students learn about the role and responsibilities of local government, and the difference between rules and laws. They explore how laws contribute to keeping communities fair, safe and inclusive.</p> <p>Students investigate the diversity of cultural, religious and social groups in their community and consider how belonging to these groups can shape personal and collective identity. They communicate their ideas about people and communities and propose ways that groups can work together for an inclusive future.</p>
<b>HPE/HEALTH</b>	<b>Applying protective behaviours and help-seeking strategies in online and offline situations</b>		<b>Examining factors that influence participation and interpreting health information</b>	
	<p>Students describe how inclusion and stereotypes shape their behaviours and decision making. They practise and explore actions they can take when faced with challenges, such as instances of hurt or disrespect, or when seeking, giving and denying permission.</p> <p>Through participation in real-world scenarios and role-plays, students describe and apply protective behaviours and help-seeking strategies using collaboration, communication and decision-making skills. They rehearse and refine these strategies in a range of online and offline situations to keep themselves and others safe.</p>		<p>Students explore the factors that influence people to participate in regular physical activity and propose strategies to incorporate regular physical activity into their daily lives.</p> <p>Students interpret health information and messages, and apply behaviours and decisions to enhance their capacity to take responsibility for their own and others' health, safety relationships and wellbeing.</p> <p>Through participation in a range of games and sports, students apply fundamental movement skills and demonstrate movement concepts. Students select, use and refine personal and social skills in a range of roles to demonstrate fair play and inclusion and manage and strengthen relationships.</p>	
<b>TECHNOLOGY</b>	<b>Digital Technologies: Exploring Digital Systems and Data Safely</b>		<b>Design and Technologies context: Materials and technologies specialisations</b>	
	<p>Students explore digital systems, data, and safe technology use. They collect, organise, and represent data in different ways, investigate how information is transmitted between devices, and practise protecting personal information. Students use digital tools to plan, create, and share multimodal content, collaborate with peers, and follow agreed digital behaviours. The unit concludes with students creating a digital safety report, applying their skills to communicate clearly and responsibly.</p>		<p>Students explore engineering principles, materials, and technologies to understand how forces and material properties affect the function of products and systems. They investigate design and technologies occupations and consider sustainability and community needs. Using tools, equipment, and materials, students plan and safely create designed solutions, developing ownership of their ideas while considering the perspectives of peers and the wider community.</p>	
<b>THE ARTS</b>		<b>Drama</b>		<b>Media Arts</b>
		<p>Students explore ideas, stories, and experiences through drama, using their bodies, voices, and imagination. They create and perform scenes, role-plays, and improvisations, experimenting with characters, situations, and emotions. Students respond to their own and others' performances, discussing how drama communicates meaning and how it can be enhanced. Through drama, they develop confidence, collaboration, and creative expression.</p>		<p>Students explore ideas and stories using media technologies, including cameras, tablets, and editing tools. They create images, videos, and audio recordings for specific purposes and audiences, experimenting with visual and audio elements to convey meaning. Students analyse and respond to media works, discussing techniques, meaning, and intent. Through media arts, they develop creativity, communication, and critical thinking skills.</p>
<b>LANGUAGES</b>	<b>About me</b>	<b>School life</b>	<b>Imaginative characters</b>	<b>Folk characters</b>
	<p>Students will learn how to introduce themselves in Japanese, including greetings and a description of their family. They will use Japanese to communicate aspects of their personal identity (name, age, likes and dislikes and family members) and compare the language and behaviour used when creating self-introductions in Japanese and English.</p>	<p>Students will explore the topic of school life in Japan and make connections with their own school experiences. They will learn to communicate and comprehend descriptions of school subjects and identify classroom objects in Japanese.</p>	<p>Students will learn to communicate descriptions of imaginary characters including location, age, family members, description of body parts, colour and likes and dislikes, in Japanese.</p>	<p>Students will learn to communicate descriptions of folk tale inspired characters in Japanese. This will include descriptions of location, age, family members, body parts, colours and likes and dislikes.</p>