

Year 4, Semester 1 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
English	<p>Term 1 Examining and analysing texts with different perspectives.</p> <p>Students listen to, view, read and analyse a range of texts, which have persuasive elements. They recognise and analyse persuasive techniques including language features and devices and how they are used to influence the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used to convince their target audience.</p> <p>To support students writing development they engage in explicit writing sessions on how to use punctuation, parts of speech (nouns, verbs, adjectives and adverbs), topic specific vocabulary, high modality (persuasive) words and sentence structures (simple and compound sentences).</p> <p>Students participate in activities to further develop their reading skills by focusing on vocabulary development, fluency (pace, punctuation, phrasing and expression) and comprehension skills. They identify literal (right there) and implied (hidden) meanings. Students engage in synthetic phonics and vocabulary development activities, guided reading, home reading and Monty reading time.</p>	<p>Writing and Creating: Persuasive Students plan, create, rehearse and deliver a persuasive multimodal presentation. They will be assessed on the or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume.</p> <p>Reading and Viewing: Students will also identify the textual features of a persuasive text including high modality words, emotive language and other literary devices and describe how these are used to help persuade the reader.</p> <p>Reading: Students read aloud and respond orally and in writing to answer literal and inferential comprehension questions.</p>
	<p>Term 2 To Entertain: Examining and analysing humorous Poetry.</p> <p>Students read and listen to a range of humorous poems by different authors. They analyse different types of poetic texts using specific metalanguage (poetic terms). Students identify structural features and poetic language devices in humorous poetry. They analyse how humour in poetry is used to entertain an audience and identify spoonerisms, puns, and neologisms. They use this knowledge to innovate on poems and evaluate poems expressing a personal viewpoint using evidence from the poem. Students recite a poem and highlight the language features and devices through the use of pace, pitch, tone, volume and gesture. Students demonstrate reading accuracy, fluency and comprehension by responding to texts and orally presenting a poem.</p> <p>To support students writing development they engage in explicit writing sessions on how to use punctuation, parts of speech (nouns, verbs, adjectives and adverbs), topic specific vocabulary and poetic devices (rhyme, puns, spoonerisms, neologisms) and sentence structures.</p> <p>Students participate in activities to further develop their reading skills by focusing on vocabulary development, fluency (pace, punctuation, phrasing and expression) and comprehension skills. They identify literal (right there) and implied (hidden) meanings. Students engage</p>	<p>Written Response: Student's plan, create, edit and publish a poem. They edit work to check spelling, selection of words, vocabulary used and correct use of homophones for puns</p> <p>Oral Presentation: Student's plan, create, rehearse and recite a poem with a focus on the appropriate use of pace, pitch, tone, volume, gesture and visual features.</p> <p>Reading and comprehension: Students understand the purpose of the text and explain how they know this. They interpret and evaluate a humorous poem identifying language features and devices including spoonerisms, puns, and neologisms. Students will also demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>

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<p>Maths</p>	<p>Term 1 Focus Mathematics Concepts</p> <ul style="list-style-type: none"> • Revision of Number names and counting to 10 000, ordering, • Partitioning, adding and subtracting to 100 • Scaled Instruments (length, time, temperature, mass, volume and capacity) and Number lines • 2D and 3D Objects • Angels <p>Students explore and participate in activities investigating number names and concepts for whole numbers up to 10,000. They count, order, partition (break numbers into parts) numbers flexibly, and continue number patterns. Students investigate the relationship between addition, subtraction, multiplication and division and use this information to develop efficient strategies for solving mathematical challenges. They use scaled instruments to measure and compare lengths, masses, capacities and volume. Students further develop their understandings of 3D object characteristics through classification.</p>	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, order, and partition numbers flexibly to 10 000. They also complete assessment tasks designed to demonstrate their understanding, fluency, problem solving and reasoning skills.</p>
	<p>Focus Concepts:</p> <ul style="list-style-type: none"> • Revision of Number names and counting to 100 000, ordering, • Quantity to 100 000 • Multiplicative Thinking • Division • Addition and Subtraction with regrouping • Scaled Instruments for volume, measuring time and temperature <p>Students further develop their understanding of place value through exploration of numbers to 10 000. They recognise, model, read, write, partition in standard and nonstandard ways, classify numbers as odd or even and apply these properties to operations, order whole numbers, Students investigate the inverse relationship of the four operations (addition, subtraction, multiplication and division) and use this information to develop efficient strategies for solving mathematical challenges. They use concrete, representational (drawing) and abstract (algorithm or formula) representations to assist their mathematical concept development.</p> <p>Students investigate the features and language of maps, direction and movement. They explore appropriate units of measurement and calculate distances using scales.</p> <p>Students use scaled instruments to measure volumes and compare lengths and temperatures. They measure areas using informal units and investigate standard units of measure. Students compare the areas of regular and irregular shapes. Students further their understanding of time by solving simple time problems and using am and pm notation.</p>	<p>Student's complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include:</p> <ul style="list-style-type: none"> • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Fluency tasks • Short answer response assessments which may be digital or paper based.

<p>Science</p>	<p>Term 1 Biological Science</p> <p>Students 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>Students will draw and annotate a chosen landscape outlining the relationship between the organisms. They will also make predictions about lifecycles and demonstrate their understandings of the lifecycle of a flowering plant by using real-world visuals with annotations. From their observations students will create and use tables and or graphs to show the growth of a flowering plan and use this information to reflect on their predications and suggest possible reasons for the observations.</p>
	<p>Term 2 Earth and Space Sciences</p> <p>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>Students will discuss natural processes and human activity that cause weathering and erosion of the Earth's surface. They relate this to their local area and identify when science is used to understand the effect of their actions. Students describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge.</p>
<p>HASS</p>	<p>Civics and Citizenship</p> <p>Students investigate democracy, laws citizens and citizenship, diversity and identity. They will describe the differences between a rule and a law. Students will describe the importance of laws and the effects they have on people, including Aboriginal and Torres Strait Islander peoples. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity). They will identify community groups and will explain why people would benefit belonging to them.</p> <p>History</p> <p>Students explain aspects of life before, during and after European settlement of Australia. They also investigate the experiences of European explorers. Students 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</p>	<p>Civics and Citizenship</p> <p>Students identify and explain the difference between rules and laws, outlining their importance in society and recognise how rules and laws help Australia. They share their point of view in response to other's views. They engage in discussions, reflect on learning by responding to their own and others points of view. They propose actions to real life scenario and suggest possible actions taking into consideration cultural, social and familial backgrounds.</p> <p>History</p> <p>Students pose research questions to support the exploration of an historcial event. They use these questions to research the historical event takingnotes and comparing their information to that of their peers and evaluating the research.</p>

	<p><i>terra nullius</i>. They analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment. They investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people. They examine the purpose of laws and distinguish between rules and laws. They explore the diversity of different groups in their local community. They consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</p>	
Technologies	<p>Design Technologies Students explore the suitability of materials, systems, components, tools and equipment for food transportation. They identify wants, needs and opportunities of food transportation in the present time. Students create a designed solution and describe how it meets consumer wants and needs including their solution's environmental sustainability. They investigate how to best meet the needs of the situation. They reflect on their participation in a design process. This involves students developing new perspectives, and engaging in different forms of evaluating and critiquing of materials, processes and environments. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.</p>	<p>Students participate in design and construction activities. They will repurpose items to create a re-useable grocery bag explaining the choice of materials, processes used, sustainability and impact on the community.</p>
The Arts	<p>Term 1 Media – Poetry in Motion In this unit, students will demonstrate their knowledge and skills by creating 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 the audience. Productions will be shared in digital form and published in the school newsletter. Students will discuss similarities and differences in content, structure and animation approaches. Students will describe and discuss intended purposes and meaning of media artworks unit media arts key concepts.</p> <p>This unit complements poetry which students will be learning about in English during term 2.</p> <p>This unit complements drama and music taught during term 1 and 2 and it explores scripting and songs.</p>	<p>Media Students plan and create and publish an animation of an appropriate character to present a poem in DigiCel FlipPad Animation App on the iPad. They will share and compare their media artworks with those of other media artists.</p>
	<p>Music Students will further develop their musical skills by exploring, imitating recognising elements of music. They will compose and arrange sound, silence, tempo and volume in music and demonstrate skills through singing, playing instruments with accurate pitch, rhythm and expression.</p>	<p>Music Responding Students discuss how they and others use the elements of music in performances and compositions.</p> <p>Composing and Performing</p>

		Students demonstrate their aural skills through a variety of written and aural activities by singing and playing instruments with accurate pitch, rhythm and expression. They will also compose music using digital technology.
	<p>Drama Students explore the fundamentals of drama and respond to drama by using Fairy Tales as a stimulus. They will describe the similarities and differences between the drama that they make and the drama that they view. Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will explore ideas and narrative structures through roles and situations. They will communicate an understanding of responding to drama by changing the relationships between characters through tension, time, and body gestures.</p>	Students describe and discuss similarities and differences between fairy tale dramas. Working collaboratively they will use relationships, tension, time and narrative structure to communicate their ideas in their own fairy tale presentation.
Health and Physical Education	<p>Term 1 Health Students use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe in situations that make them feel uncomfortable and unsafe.</p> <p>Movement Students will revise the skills of throwing and catching and will refine these skills through netball and basketball games. Students will participate in games in which they will work together to discuss how to add fair play rules and how to interact with each other</p> <p>Term 2 Health Students understand how to interact positively with others by describing how respect, empathy and valuing diversity can positively influence relationships.</p> <p>Movement Students will explore how they can refine fundamental movements skills to build the foundations to Athletic events. Students will explore how they can use the fundamental movements to compete in High Jump, Shot Put, 100m, 200m, and relay races.</p>	<p>Term 1 Health Students read and respond to four given scenarios. Students discuss why each scenario would make them feel unsafe or uncomfortable and select a strategy to ensure their safety.</p> <p>Movement Students will be assessed on their fundamental movement skills of throwing and catching; apply movement concepts and strategies in games and to solve challenges. They will also identify the benefits of being physically active.</p> <p>Term 2 Health Students will consider how showing respect, empathy, and valuing diversity in others encourages positive relationships. Students will explain their thinking and give examples of how displaying the above can positively influence their relationships with others.</p> <p>Movement Students will be assessed on their ability to demonstrate the specialised skills. They will be assessed on high jump, shot put, 100m, 200m running</p>