Year 4, Semester 2 Key Learning Area Overview		
Learning Area	Overview of Content	Assessment
English	**Term 3** **To Inform: Report Writing** **Reading, writing and exploring procedural and explanation texts** Students listen to, read, view and interpret information texts. They explore report text structures, language choices, and use of precise language. Students construct and deconstruct information, reports. They make connections between the text and their own experiences, and use appropriate sentence structures sentences. To support students writing development they engage in explicit handwriting and writing sessions on how to use punctuation, parts of speech (nouns, verbs, adjectives and adverbs), topic specific vocabulary and sentence structures (simple, compound and command sentences). Students participate in activities to develop their reading skills with a specific focus on furthering their decoding and comprehension skills. They identify literal (right there) and implied (hidden) meanings. Students monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.	**Written:** Information Report Students write a report on a chosen animal. The write up of the Information Report will be constructed cohesively, demonstrating an understanding of grammar, correct punctuation and spelling. **Reading: Reading and comprehension:** Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.
	Term 4 **Examining and analysing texts with different perspectives.** Students listen to, view, read and analyse a range of narrative texts. They explore the representation of the main chracters in an important event within the story. Students recognise and analyse language features and devices used by the author. Students use appropriate metalanguage to describe the language features and techniques used in a narrative to engage and entertain the target audience. They examine the textual features through the deconstruction, reconstruction and the creating of their own additional chapter to a given narrative. To support students writing development they engage in explicit writing sessions on how to use punctuation, parts of speech (nouns, verbs, adjectives and adverbs), effective vocabulary and sentence structures (simple and compound sentences). 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.	**Written: Narrative** Students read a given narrative, 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. They will be assessed on the language features, structure, use of accurate grammar, punctuation and spelling. **Reading and comprehension:** Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.

Maths	**Term 3** Students continue to build on their understanding of place value through the exploration of numbers to 10 000. They recognise, model, read, write, partition in standard and nonstandard ways, interpret number representations, sequence number values and apply these number concepts and place value understandings to the calculation of operations (addition, subtraction, multiplication and division) with regrouping. Students continue to 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. Students further develop fluency with multiplication fact families and the recall of multiplication and division facts. Students 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. Students compare dependent and independent events, describe probabilities of everyday events. They collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. Students investigate the features and language of maps, direction and movement. They explore appropriate units of measurement and calculate distances using scales.	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.
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Science	**Term 3** **Physical Science** Why do balls roll? Why do apples fall from trees? Why do some things slide across ice but not on carpet? What makes our bikes stop when we brake? Students will investigate these questions when they explore forces and motion including friction, gravity and pushes and pulls. Through hands-on activities students identify forces that act at a distance and those that act in direct contact. They investigate how different-sized forces affect the movement of objects. Students discuss everyday objects and the forces and motion that is relevant to them. 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.	Students investigate, pose questions and predict out comes of experiments demonstrating forces and motion. They follow procedures, collect observations, record their findings and answer their questions. Students are assessed on their ability to identify the type of force or motion in play, document through detailed diagrams the direction of force or motion and to undertake scientific investigations.
	Term 4 **Chemical Sciences** Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations.	Students investigate, pose questions and predict outcomes on heat sources, objects that produce heat, heat transfer in relation to materials that conduct heat. They 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 complete simple reports to communicate their findings.
HASS	**Term 3** **Geography** Students describe the relative location of places at a national scale. They identify how places are characterised by their environments. They describe the characteristics of places, including the types of natural vegetation and native animals. Students examine the interconnections between people and environment and the importance of environments to animals and people. They identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places. They 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. They recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments. They propose actions for caring for the environment and meeting the needs of people.	Students identify the importance of built and natural features in a place and use their learning to plan and build a nature play village incorporating these. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They will reflect on their learning to suggest individual actions in response to an issue or challenge. Students will communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.
	Term 4 **Civics and Citizenship** Students investigate democracy, laws and citizens and citizenship, diversity and identity**.** 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).	**Collection of Works:** Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically. They will also learn the role of rules in the community and actions in responses to an issue.

Technologies	**Digital Technologies** Students will explore and use a range of digital systems (hardware and software) including peripheral devices such as Ozobots. They will program, code and debug an Ozobot. Students will record simple solutions to problems through text and diagrams and develop their designing skills from initially following prepared algorithms to describing their own that support branching (choice of options) and user input. Students will collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation. Students will demonstrate the safe use and management of information systems for identified needs, using agreed protocols and describe how information systems are used.	Students demonstrate their knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution using visual programming language.
The Arts	**Term 3** **Drama** Students explore the fundamentals of drama and respond to drama by using a Traditional First Nations Peoples story 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 though dialog, body gestures and movements.	**Drama** Students will demonstrate their ability to devise, respond to and perform drama. They will develop a drama performance based on a Traditional First Nations Peoples story and consider the other viewpoints on drama that has been viewed
	Media Arts 3 & 4 Students will demonstrate their knowledge and skills by collaborating in teams to create a wildlife TV segment about a vulnerable species. Students will explore different media artworks to identify similarities and differences., intended purposes and meanings. They will observe and analyse the media arts elements used in film. Students will apply their knowledge by planning, filming, and editing to hone their creative skills.	**Media Arts** Students will collaborate to plan and create their own wildlife TV show using the appropriate conventions that have been explored throughout the term.
	Term 4 **Dance** Students will describe and discuss similarities and difference between the dance they make and the dances they view. They will further develop their understandings of dance adding and combining structured movements into sequences using dance fundamentals to choreographic a story that represents one of the four elements of matter; fire, water, wind or earth. They will improve their technical skills through safe dance practice.	**Dance** Students will select, rehearse and present a dance routine using dance fundamentals to choreographic a story that represents one of the four elements of matter; fire, water, wind or earth. They will also demonstrate safe dance practices. Students will discuss dance elements and respond to dances performed by others.

Health and Physical Education	**Term 3** **Health** Students identify local resources to support their health, safety and wellbeing. Describe the connections they have to their community through researching their own heritage and cultural identities, and explore strategies to respect and value diversity **Movement** Students in this unit will explore the elements of dance, students will explore these elements through line dancing. Students will then take these new elements and create a small group dance to perform at the conclusion of the term. **Term 4** **Health** Students identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others. **Movement** Students will participate in a variety of different traditional Indigenous games where they will be given opportunities to demonstrate a range of fundamental movement skills. They will also apply strategies for working cooperatively and apply rules fairly.	Students research their own cultural heritage and explore strategies that respect and value diversity by planning an appropriate multicultural event for the community. Observation of students participating in movement activities. **Health Assessment** Students identify influences that strengthen identity. They investigate how emotional responses, vary and understand how to interact positively with others. **Movement Assessment** Observation of students participating in movement activities.