

YEAR 4 OVERVIEW

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| ENGLISH | 5.5 hours/week | Unit Overviews | <p>Achievement Standard</p> <p>Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.</p> <p>Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</p> | | | | | |
| | | | Semester 1 | | | Semester 2 | | |
| | | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| <p>Investigating author's language in a familiar narrative (C2C Unit 1)</p> <p>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.</p> | <p>Examining humour in poetry (C2C Unit 2)</p> <p>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 personal viewpoint using evidence from the poem.</p> | <p>Examining traditional stories (C2C Unit 3 & 4 Consolidated)</p> <p>In this unit students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They will demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories. Students will plan and write a multimodal traditional story which includes a moral for a younger audience.</p> <p style="background-color: #00FFFF; display: inline-block;">Media Arts Year 4 Unit 3</p> | <p>Exploring recounts set in the past (C2C Unit 5)</p> <p>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 monitoring 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 around at the time of January 1788.</p> | <p>Exploring a quest novel (C2C Unit 6)</p> <p>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 (Learning Place: Blog) to demonstrate understanding of the quest novel. In the assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel.</p> | <p>Examining persuasion in product packaging (C2C Unit 8)</p> <p>In this unit, students will understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a holiday beach clothing and report these to peers. Students will use word processing software tools to manipulate text and images to create an effective composition for a swim shirt design and write a text to promote their shirt.</p> | | | |

| Achievement Standard | By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data. | | | |
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| | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit Overviews | <p>Students develop understandings of:</p> <p>Number and place value — make connections between representations of numbers, partition and combining numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, comparing large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks; apply number concepts and place value understanding to the calculation of addition, subtraction consolidate addition & subtraction concepts, solve addition & subtraction problems;</p> <p><i>apply mental & written strategies to computation, calculate addition & subtraction using a range of mental & written strategies, apply number concepts and place value understanding to the calculation of multiplication and division using a range of mental & written strategies, develop fluency with multiplication fact families; consolidate multiplication problems, use appropriate strategies to solve problems, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers</i></p> <p>Fractions and decimals — communicate sequences of simple fractions</p> <p>Using units of measurement — use appropriate language to communicate times, compare time durations use scaled instruments to measure and compare mass and temperature</p> <p>Geometric reasoning — identify angles, construct & label right angles, identify & construct angles not equal to a right angle, mark angles not equal to a right angle</p> <p>Patterns and algebra — use properties of numbers to continue patterns; use equivalent addition and subtraction number sentences to find unknown quantities; investigate & describe number patterns, solve word problems & use equivalent multiplication & division number sentences to find unknown quantities.</p> <p>Chance — compare dependent and independent events, describe probabilities of everyday events, describe the likelihood of everyday chance events, order events on a continuum</p> <p>Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. Digital Technologies Year 4 Unit 1 – What’s your waste footprint?</p> <p>Shape — revise properties of 2D shapes including polygons & quadrilaterals, identify combined shapes, explore the properties of shapes used in tangrams, & creating polygons & other combined shapes using tangrams, compare the areas of regular and irregular shapes using informal units of area measurement; measure area of shapes, compare the areas of regular and irregular shapes by informal means</p> | | | |
| | | | <p>Number and place value — read 5-digit numbers, identify and describe place value in 5-digit numbers, partition numbers using place value partitions, make connections between representations of 5-digit numbers, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd & even numbers & make generalisations about adding, subtracting, multiplying & dividing odd & even numbers, identify sequences created from multiplying by 10, 100 & 1 000, continue number sequences</p> <p><i>revise informal recording methods & strategies used for calculations, & make generalisations about the sequences, & apply mental & written strategies to computation, calculate addition & subtraction using a range of mental & written strategies, apply number concepts and place value understanding to the calculation of multiplication and division using a range of mental & written strategies, develop fluency with multiplication fact families; consolidate multiplication problems, use appropriate strategies to solve problems, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers</i></p> <p>Fractions and decimals — revise & investigate the fractions that can be created through repetitive halving & thirds, counting & representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve fraction problems from familiar contexts; partition to create fraction families, identify, model and represent equivalent fractions, count and identify equivalent fractions count by fractions, solve simple calculations involving fractions with like denominators, locate fractions on a number line, read & write decimals, identify fractions & corresponding & decimals, compare & order decimals (to hundredths) investigate equivalent fractions, make connections between fractions and decimal notation, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals</p> <p>Using units of measurement — use scaled instruments to measure and compare length, mass and capacity, measure areas using informal units and investigate standard units of measurement; use am and pm notation, solve simple time problems</p> <p>Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction & movement, find locations using turns & everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps & plans, explore mapping conventions, plan & plot routes on maps, explore appropriate units of measurement & calculate distances using scales, investigate different types of symmetry, analyse and create symmetrical designs.</p> <p>Money and financial mathematics — read & represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases & the calculation of change, read & represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases & the calculation of change, explore Asian currency & calculate foreign currencies</p> <p>Data representation and interpretation — write questions to collect data, collect & record data, display & interpret data</p> | |

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| SCIENCE | 1.75 hours /week | Achievement Standard | By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to the Earth’s surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings. | | | |
| | | Unit Overviews | Term 1 Physical Sciences | Term 2 Earth & Space Sciences | Term 3 Biological Sciences | Term 4 Chemical Sciences |
| | | | Fast forces! (C2C Unit 4) 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. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions. | Here today gone tomorrow (C2C Unit 1) Students explore natural processes and human activity which cause weathering and erosion of the 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 suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations. | Ready, set, grow! (C2C Unit 2) Students investigate life cycles. They examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things including the impact on the survival of the species. Students describe situations where science understanding can influence their own and others’ actions. Students identify investigable questions and predict likely outcomes from their investigations. They discuss ways to conduct investigations safely and make and record observations. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They complete simple reports to communicate their findings. HASS Year 4 Unit 1 -Sustainable use of places | Properties Matter (C2C Unit 3) Students will 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 describing patterns and how science knowledge helps people to understand the effect of their actions. Students identify investigable questions and predict likely outcomes. In conducting investigations, students use appropriate materials, tools and equipment safely to make and record observations. Students 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. |
| TECHNOLOGIES | DESIGN & TECHNOLOGIES 1.0 hour/week | Achievement Standard | By the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions. | | | |
| | | Unit Overview | Semester 1 | Semester 2 | | |
| | | | | Engineering principles and systems: Pinball paradise (C2C Unit 3) In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students apply processes and production skills, including: <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring games with moving parts ○ testing materials, tools and techniques ○ exploring techniques for shaping and joining materials and creating mechanisms • generating, developing and communicating design ideas for: <ul style="list-style-type: none"> ○ a pinball machine ○ a games room environment • producing by working safely with components and materials to create a functioning product • evaluating design ideas and processes for the product and environment • collaborating as well as working individually throughout the design and production • managing by sequencing production steps Science Year 4 Unit 2 – Fast forces | | |

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| TECHNOLOGIES | DIGITAL TECHNOLOGIES 1 hour/week | Achievement Standard | By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used. | |
| | | Unit Overview | Semester 1 | Semester 2 |
| | | | What's your waste footprint? (C2C Unit 2) Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how waste can be managed more effectively). They will: <ul style="list-style-type: none"> • examine different types of data and represent the same data in different ways • collect, access and present data as information using simple software (such as spreadsheets) • explore and describe how a range of common information systems present data as information to meet personal, school and community needs • define problems and identify needs • develop skills in computational and systems thinking when solving problems and creating solutions • work with others to communicate ideas and information using online tools, applying agreed social and ethical protocols • design and implement an interactive resource using a visual programming language • explain how their solutions and information systems meet personal, school and community needs. Maths Year 4 Unit 4 - Data representation and interpretation Health Year 4 Unit 1 - Making Healthy Choices | |
| HUMANITIES & SOCIAL SCIENCES | 2.25 hour/week | Achievement Standard | By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge. Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms. | |
| | | Unit Overviews | Semester 1 Unit 1 | Semester 2 Unit 2 |
| | | | Early exploration and settlement (C2C Unit 1) Inquiry questions: <i>What were the short- and long-term effects of European settlement?</i> In this unit, students will: <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 (C2C Unit 2) Inquiry questions: <i>How can people use environments more sustainably?</i> <ul style="list-style-type: none"> • In this unit, students will: • 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. Science Year 4 Unit 3 - Ready, set, grow! Visual Arts Unit 4 – African Print Making |

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| THE ARTS | 0.75 hour/week | Achievement Standard | <p>By the end of Year 4, students describe and discuss similarities and differences between *artworks they make and to which they respond. They discuss how they and others organise the elements and processes in artworks. Students collaborate to plan and make artworks that communicate ideas.</p> <p>Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.</p> <p>Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p> <p>Students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</p> <p>Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.</p> <p>Students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p> | | | |
| | | Unit Overviews | Term 1 Dance | Term 2 Drama | Term 3 Media Arts | Term 4 Visual Arts |
| | | <p>Forces through Motion (C2C Unit 2) Students make and respond to dance by exploring how dance is used to represent forces Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas <p>Science Unit 4 - Forces in Motion</p> | <p>Night at the Museum (C2C Unit 2) Students explore connection to Country/Place through Colonisation/Great Voyages, Dreaming stories, Before Before Time stories and Traditional Asian Stories as stimulus. Students will:</p> <ul style="list-style-type: none"> explore ideas and narrative structures in Dreaming stories and Before Before Time stories through roles and situations and use empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons. <p>HASS Year 4 Unit 1 - Investigating the impact of colonisation.</p> <p>English Year 4 Unit 4 - Exploring recounts set in the past</p> | <p>Asian Stories brought to life (C2C Unit 2) Students create a story animation to deliver an audio recording of a student created traditional Asian story. (eg iMovie) Students:</p> <ul style="list-style-type: none"> explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage audience experiment with media technology, collaborative production processes (script, storyboard, filming and edit as a movie) to create a movie present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. <p>English Year 4 Unit 3 - Examining traditional stories</p> | <p>African Print Making (C2C Unit 1) Students explore the communication of cultural meaning through the manipulation of visual language (symbolism). Students:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning of cultural symbolism in artworks by African and Asian artists to communicate relationships to environments and places experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) collaborate, plan and create a collection/ exhibition of artworks to depict diversity in symbolism compare contemporary artworks of artists to personal artworks <p>HASS Year 4 Unit 2 - Sustainable use of places</p> | |
| | 0.5 hours/week | Unit Overviews | Term 1 Tuned Percussion (Marimba) | Term 2 String (Ukulele) | Term 3 Percussion (Drumming) | Term 4 Ensemble |
| | | <p>Students make music and respond to music exploring a range of music using marimba. Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing marimba and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. | <p>Students make music and respond to music using the ukulele through a range of songs. Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing ukulele and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume Explore local music about the movement of people, perform to a concert by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. | <p>Students make music and respond to music by exploring the music using the djembe. Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns\ practise singing, playing drums and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from a arrange of cultures create, perform and record compositions in music by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. | <p>Ensemble Students will perform a set piece of music to engage an audience. Students will:</p> <ul style="list-style-type: none"> respond how the elements of music are used to communicate meaning in the music performed describe how their music making is influenced by music and performances using aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm) | |

HEALTH & PHYSICAL EDUCATION

Personal, social & community Health
1 hour/week

Movement & Physical Activity
0.5 hours/week

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| Achievement Standard | <p>By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p> | | | |
| | Semester 1 Unit 1 | | Semester 2 Unit 2 | |
| Unit Overviews | <p>Making Healthy Choices (C2C Unit 1)</p> <p>In this unit students will identify strategies to keep healthy and improve fitness. They will explore the Australian Guide to Healthy Eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.</p> <p>Students will:</p> <ul style="list-style-type: none"> review what is meant by being healthy identify strategies that help keep people healthy and well identify the five food groups. understand the health benefits of food understand the benefits of healthy food choices recognise strategies that assist in making healthy food choices explore healthy breakfast choices understand how health messages influence choices promote healthy food/meal choices. <p>Digital Technologies Year 4 Unit 1 - What's your waste footprint?</p> <p>Maths Year 4 Unit 4 - Data representation and interpretation</p> | | <p>Netiquette and online protocols (C2C Unit 4)</p> <p>In this unit students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used in cyberbullying 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 available locally to support their safety.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine the need to balance the time spent using electronic devices and playing outdoors recognise the health benefits and risks of interacting in online communities examine how personal information is used and shared online review websites and interpret health messages about cybersafety explore how their online behaviours and actions affect their digital footprint examine different types of communication they use on the internet and how to display good manners towards others. <p>English Year 4 Unit 5 - Exploring a quest novel</p> | |
| | Term 1 Swimming | | Term 2 Athletics | |
| Unit Overviews | <p>Superstars (C2C Unit 1) Splish Splash</p> <p>In this context, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke (including survival strokes) and solve safety and survival challenges. They will also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students will:</p> <ul style="list-style-type: none"> develop arm, leg and breathing movements to perform recognised swimming strokes understand how timing and effort affect movements and overall stroke performance refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge understand the benefits of being fit and physically active and how they relate to swimming (distance swim). | | <p>Athletic Spectacle (C2C Unit 2)</p> <p>In this unit students will create an athletic themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences development of ball games skills – tunnel, captain, leader apply sequences to perform athletic events. | |
| | Term 3 Ball Skills | | Term 4 Swimming | |
| <p>Auskick (similar to C2C Unit 3)</p> <p>In this unit, students will apply strategies for working cooperatively and rules fairly. They will demonstrate refined running, kicking, marking and passing skills and concepts in active play and games. They will apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>Students will:</p> <ul style="list-style-type: none"> Consolidate the skills of running, kicking, marking and passing consider and combine the concepts and strategies when participating in various activities understand and apply rules use creative thinking to transfer and apply fundamental movement to new contexts and game situations. apply safety rules in a Auskick environment. | | <p>Little Nippers</p> <p>In this context students will be introduced to specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> develop and extend swimming strokes develop lifesaving skills of stride entry and treading water in different movement challenges perform freestyle, backstroke, breaststroke and survival backstroke. develop lifesaving skills and strategies to solve challenges in lifesaving scenarios. develop reach and throw rescue techniques develop sculling and paddling techniques on a watercraft | | |

LANGUAGES

0.5 hours/week

Achievement Standard

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| <p>CHINESE</p> | <p>By the end of Year 4, students use spoken and written Chinese to initiate interactions and to participate in short exchanges. They organise and convey factual information and share experiences in formal and informal situations, making appropriate choices of characters, words and pronunciation. They use demonstratives with measure words and verbs to indicate agreement and preferences. They respond to and create short imaginative, informative and persuasive texts for familiar audiences and identified purposes. Students select from known speech patterns to meet routine, procedural and informal conversational needs. Students know that Pinyin represents spoken language, and map Pinyin against their own speech. They distinguish between the contexts in which tones are expressed and those in which they are not. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning. Students identify ways of structuring ideas in sentences, including the role of correct sequencing of time and place. They describe features of Chinese language and culture, and compare how ideas are conveyed across languages and cultures.</p> |
| <p>FRENCH</p> | <p>By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions. They share simple ideas and information, express positive and negative feelings and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests. They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions and prepositions. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions. Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways and different in other ways. They know that languages change over time and influence each other. They identify French words used in English and English words used in French. They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships. They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.</p> |
| <p>JAPANESE</p> | <p>By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities. They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another. They use language spontaneously in simple familiar communicative exchanges. They respond to simple questions using short spoken statements. They use counter classifiers in response to questions. Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms. They read and write the 46 hiragana, including long vowels, voiced sounds, and blended sounds as formulaic language, as well as high-frequency kanji. They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s). Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers. They identify language variations that occur according to the age and relationship of participants, and according to the situation. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.</p> |
| <p>MODERN GREEK</p> | <p>By the end of Year 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school, home and everyday routines. They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others, asking for help, seeking clarification, and requesting permission. They use features of Greek pronunciation when asking questions and making statements and exclamations, including use of the accent mark. Students locate information from spoken and written texts related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home and school. They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language. Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs. They use appropriate word order, gender, and singular and plural forms in simple spoken and written texts. They translate and interpret common words and frequently used language relating to familiar environments and create simple bilingual resources for the classroom. They identify ways that their own language and the Greek language reflect ways of behaving as well as words. Students write letters of the Greek alphabet, and identify sound–letter relationships, letter clusters, vowel–consonant combinations and the most common digraphs. They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations. They give examples of how language use varies according to the context and purpose of the exchange. They identify ways that languages change over time, and how languages influence each other, providing examples of words in English that are borrowed from Greek and words in Greek that are borrowed from other languages. They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions.</p> |
| <p>SPANISH</p> | <p>By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others, requesting help and seeking permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form about aspects of their lives such as school, home and everyday routines. They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others’ lifestyles and present information at sentence level in simple texts. They make simple statements about characters themes and their own reactions in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions and prepositions. Students use vocabulary related to school, home and lifestyles. They use possessive adjectives, adjectives, singular and plural forms and regular verbs in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices. Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions.</p> |

| | | Chinese | French | Japanese | Modern Greek | Spanish |
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| | Unit Overviews | <p>Greetings and Interaction Language</p> <ul style="list-style-type: none"> Greetings(Hello, Good morning, goodbye, please, thank you) Numbers Basic colours Days of the Week <p>Class Matters (Term 4)</p> <ul style="list-style-type: none"> Reinforcing Introductory Language (Greetings, Numbers to 10) Classroom Commands (Stationery, commands, roll marking) Cultural awareness | <p>Greetings and Interaction Language</p> <ul style="list-style-type: none"> Greetings(Hello, Good morning, goodbye, please, thank you) Numbers Basic colours Days of the Week and months <p>Class Matters (Term 4)</p> <ul style="list-style-type: none"> Reinforcing Introductory Language (Greetings, Numbers to 10) Classroom Commands (stationery, commands, roll marking) Christmas Culture Exposure to Script | <p>Greetings and Interaction Language</p> <ul style="list-style-type: none"> Greetings (Hello, Good morning, goodbye, please, thank you) Days of the weeks Food - booklet <p>Class Matters (Term 4)</p> <ul style="list-style-type: none"> Reinforcing Introductory Language (Greetings, Numbers to 10) Classroom Commands (stationery, commands, roll marking) Cultural awareness | <p>Greetings and Interaction Language</p> <ul style="list-style-type: none"> Greetings(Hello, Good morning, goodbye, please, thank you) Numbers Basic colours Days of the Week <p>Class Matters (Term 4)</p> <ul style="list-style-type: none"> Reinforcing Introductory Language (Greetings, Numbers to 10) Classroom Commands (stationery, commands, roll marking) Christmas Culture Exposure to Script | <p>Greetings and Interaction Language</p> <ul style="list-style-type: none"> Greetings (Hello, Good morning, goodbye, please, thank you) Numbers Basic colours Days of the Week <p>Class Matters (Term 4)</p> <ul style="list-style-type: none"> Reinforcing Introductory Language (Greetings, Numbers to 10) Classroom Commands (stationery, commands, roll marking) Exposure to Script |

