Year 4 Component of Whole School Plan

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|  |  | Term 1 | Term 2 | Term 3 | Term 4 |
|  | English | **Investigating author's language in a familiar narrative**  In this unit 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 and comprehend a chapter of the text identify how language features are used to engage the audience. | Exploring recounts set in the past  Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.  There are two assessment tasks: a reading comprehension and a spoken presentation. | Exploring a quest novel  Students read and analyse a quest novel. Students will also write a response explaining how the author represents the main character in an important event in the quest novel. | Examining persuasion  Students recognise and analyse characteristic ideas and persuasive techniques in advertisements and their impact on the target audience. **Sustainability theme**  **Examining humour in poetry**  In this unit students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem. |
|  | Summative Assessment | A new chapter  Imaginative response – written  Students create an imaginative new chapter for a book.  **Comprehending a narrative**  Reading Comprehension - Exam/Test  Students use comprehension strategies to understand language and visual features in a familiar narrative. | Create spoken recount  *Imaginative response – oral*  Students present an account of a historical event in the role of a person who was present at the arrival of the First Fleet.  Comprehending historical recounts  *Exam/Test*  Students read historical recounts, answer comprehension questions and identify language features used to engage the audience. | Written response  *Informative response – written*  Students explain how the author of a quest novel represents the main character in an important event. | Reading and viewing comprehension  Short answer questions  Students identify and interpret the persuasive language features and visual elements  Monitoring Task  Interpret and evaluate a humorous poem  Students interpret and evaluate a humorous poem for its characteristic features |
|  | Maths | Unit 1  Students develop understandings of:   * Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks * Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means * Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales * Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle. | Unit 2  Students develop understandings of:   * Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, , recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation, solve problems involving the four operations. * Patterns and algebra —use equivalent number sentences to find unknown quantities * Chance —compare dependent and independent events, describe probabilities of everyday events * Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, communicate sequences of simple fractions, represent fractions using a range of models, solve fraction problems in familiar contexts | Unit 3  Students develop understandings of:   * Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations * Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals * Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. * Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change | Unit 4  Students develop understandings of:   * Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers * Shape — compare the areas of regular and irregular shapes using informal units of area measurement * Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means * Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement |
|  | Summative Assessment | **Unit 1: Number**  **Odd and even numbers & Number patterns**  *Exam*  Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. They describe number patterns resulting from multiplication. They continue number sequences involving multiples of single digit numbers.  **Symmetry, Angles & Location**  *Short answer questions*  Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students interpret information contained in maps. | **Number- Problem Solving**  *Exam*  Students choose appropriate strategies for calculations involving multiplication and division. They identify and explain strategies for finding unknown quantities in number sentences.  **Chance**  *Exam*  Students identify dependent and independent events and list the probabilities of everyday events.  **Fractions**  *Exam*  Students recognise common equivalent fractions in familiar contexts. They locate familiar fractions on a number line. | **Time**  *Exam*  Students convert between units of time and solve problems involving time duration.  **Data**  *Investigation*  Students construct data displays from given or collected data. They describe different methods for data collection and representation, and evaluate their effectiveness.  **Decimals & Money**  *Exam*  Students make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. | **Comparing areas and using measurements**  *Exam*  Students compare areas of regular and irregular shapes using informal units. They use scaled instruments to measure temperatures, lengths, shapes and objects.  **Number- Problem Solving**  *Exam*  Students choose appropriate strategies for calculations involving multiplication and division. They identify and explain strategies for finding unknown quantities in number sentences. |
|  | Science | **Unit 4: Material Use**  They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.  They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. 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. They complete simple reports to communicate their findings. | **Unit 2: Fast Forces**  Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions. | **Unit 1: Here today, gone tomorrow**  In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings. | **Unit 3: Ready, Set, Grow!**  Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They 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. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings. |
|  | Summative Assessment | **Investigating properties affecting the use of ochre**  *Supervised assessment*  Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations. | **Investigating contact and non-contact forces**  *Experimental investigation*  Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions. | **Investigating soil erosion**  *Project*  Students describe the natural processes and human activity that cause changes to the Earth’s surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations. | **Mapping life cycles and relationships**  *Research*  Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings. |
|  | HASS | **Australia before, during and after European settlement**  In this unit, 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 terra nullius.  • analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment  • 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  • 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  • examine the purpose of laws and distinguish between rules and laws  • explore the diversity of different groups in their local community  • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong. | | **Using places sustainably**  In this unit, students:  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 peoples and Torres Strait Islander peoples in regards to places and environments  propose actions for caring for the environment and meeting the needs of people. | |
|  | Summative Assessment | ***Assessment task***  Students explore the experiences of an individual and groups in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person’s identity and sense of belonging in society. | | ***Assessment task***  Students investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge. | |
|  | Technologies |  | | **Design and Technologies**  **Creators Paradise**  In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They create a machine with moving parts machine and design an 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: * investigating by: * 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: * a machine with moving parts * a suitable 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. | |
|  | Summative Assessment |  | | **Creators paradise**  *Portfolio*  Students design and create a machine with moving parts that is fun to play, and design an environment its use. | |
|  |  | **Drama**  **Dramatic Traditions**  In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia’s neighbouring countries as stimulus.   * Students will: explore ideas and narrative structures of stories from Australia and neighbouring countries 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. | |  | **Media**  **Persuade to Protect**  In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.  Students will:   * explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place * experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production * present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting 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. |
|  | Summative Assessment | Dramatic traditions: Collection of work  Students devise, perform and respond to a drama based on storytelling. | |  | Persuade to protect: Respond and create  Students explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place. |
|  |  | Music - In this unit students continue to practise their in tune singing and aural skills by singing in groups and identifying rhythmic and melodic elements in music they make and hear. They read, write and perform with simple time rhythms and pitch. Students will apply their understanding of staff notation by composing short songs and playing a melodic instrument while reading from the staff. | | Music - Students will be introduced to compound time and will compare compound and simple time songs. They will continue to apply their understanding of staff notation and the elements of music through playing a melodic instrument, singing and reflecting on performances. Students will develop their understanding of part-work through the use of canon and ostinato. | |
|  | HPE- | **Health**  **Netiquette and online protocols**  In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that  make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies  and online communities, and identify resources to support their safety.  **Health**  **Health channels**  In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence  decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios. | |  | |
|  | Summative Assessment | **Netiquette and online protocols -Collection of Work**  Students interpret health messages related to cyber safety and discuss the influences on safe online choices. Students describe the connections and benefits students have within an online community and identify resources available to support their online safety.  **Health channels - Collection of Work**  Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product. | |  | |
|  |  | **Physical - Criss Cross**  In this context, students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping. | **Physical - Athletic spectacle**  Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. | **Physical- Circus Skills Let me entertain you**  Students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling | **Physical - Cricket Bat, catch, howzat!**  Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games. |