



Year 4 Curriculum & Assessment

AUSTRALIAN CURRICULUM-CURRICULUM INTO THE CLASSROOM (QLD)

ENGLISH UNIT OVERVIEW

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: Investigating author's language in a familiar narrative Students read a narrative and examine and analyse the language features and techniques used by the author.	Unit 2: Examining humour in poetry 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.	Unit 3: Examining traditional stories from Asia Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in stories from Asia.	Unit 4: Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories Students listen to, read and view information and stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures.	Unit 5: 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 peoples' perspectives.	Unit 6: Exploring a quest novel Students read and analyse a quest novel.	Unit 7: Examining persuasion in advertisements Students listen to, read and view a range of still and moving image advertisements from different times which target children.	Unit 8: Examining persuasion in product packaging Students read and view a range of product packaging.

ASSESSMENT

Unit 1: Write a new chapter <i>Written</i> Students create an imaginative new chapter for a book.	Unit 2: Reading comprehension: Interpret and evaluate a humorous poem <i>Exam/test</i> Students will identify structural features, poetic language devices and their effectiveness in a humorous poem.	Unit 3: Write a traditional story which includes a lesson or message for a younger audience <i>Written</i> Students write a traditional story which includes a lesson or message for a younger audience.	Unit 4: Informative multimodal presentation about an Aboriginal peoples' or a Torres Strait Islander peoples' story <i>Poster/multimodal presentation</i> Students create and deliver an informative multimodal presentation about an Aboriginal peoples' or a Torres Strait Islander peoples' story	Unit 5: <i>Monitor</i>	Unit 6: Online discussion posts <i>Written</i> Students write posts and respond to others' posts in an online discussion board to analyse and interpret a quest novel. Unit 6: <i>Written</i> Students explain in writing how the author of a quest novel represents the main character in an important event.	Unit 7: Examining persuasion in advertisements Listening and viewing comprehension <i>Exam/test</i> Students will interpret and evaluate the persuasive language features, visual elements and audio effects in television advertisements.	Unit 8: Reading and viewing comprehension: Persuasive techniques in breakfast cereal packaging <i>Exam/test</i> Students demonstrate understanding of the persuasive language and visual techniques used in breakfast cereal packaging.
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MATHEMATICS UNIT OVERVIEW

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They provide the language to build in the developmental aspects of the learning of mathematics.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: <ul style="list-style-type: none"> •Number and place value — make connections between representations of numbers, model and record authentic situations involving operations and derive strategies for unfamiliar multiplication and division tasks •Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths 	Unit 2: <ul style="list-style-type: none"> •Number and place value — representations of numbers, model and record authentic situations involving operations and derive strategies for unfamiliar multiplication and division tasks •Patterns and algebra — use properties of numbers to continue patterns •Chance — compare dependent and independent events, describe probabilities of everyday events •Data representation and interpretation — collect and record data, graphical displays 	Unit 3: <ul style="list-style-type: none"> •Number and place value — read 5-digit numbers, identify sequences created from multiplying by 10, 100 and 1000, revise informal recording methods and strategies used for calculations •Fractions and decimals -repetitive halving and thirding, number lines, represent fractions solve fractions problems from familiar contexts •Shape —2D shapes including polygons and quadrilaterals, composite shapes 	Unit 4: <ul style="list-style-type: none"> •Location and transformation — Investigate the features on maps and plans, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales •Geometric reasoning — Identify angles •Number and place value —5-digit numbers, revise addition, subtraction and multiplication concepts •Money and financial mathematics — money, investigate change, explore Asian currency and calculate foreign currencies 	Unit 5: <ul style="list-style-type: none"> •Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change •Number and place value — model and interpret number representations •Fractions and decimals •Location and transformation — symmetry 	Unit 6: <ul style="list-style-type: none"> •Using units of measurement — length, mass, capacity and temperature, using informal units and investigate standard units of measurement •Shape — compare the areas of regular and irregular shapes using informal units of area measurement •Number and place value — fractions as decimals, mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers •Patterns and algebra —number patterns, word problems, equivalent addition and subtraction, number sentences to find unknown quantities. •Fractions 	Unit 7: <ul style="list-style-type: none"> •Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths) •Chance — describe the likelihood of everyday chance events, order events on a continuum •Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data •Number and place value —odd and even numbers, calculate addition and subtraction mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems •Patterns and Algebra 	Unit 8: <ul style="list-style-type: none"> •Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases •Shape— measure area of shapes , compare the areas of regular and irregular shapes by informal means •Using units of measurement— measure and compare volume, use am and pm notation, solve simple time problems •Fractions and decimals — investigate equivalent fractions, make connections between fractions and decimal notation •Number and place value — use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers



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ASSESSMENT							
Unit 1: <i>Monitoring task - number</i>	Unit 2: Knowing numbers <i>Short answer response</i> What are the chances? <i>Short answer response</i>	Unit 3: <i>Short answer response - shape</i>	Unit 4: Legend land <i>Short answer questions</i> Number and location <i>short answer response</i>	Unit 5: Fraction fit <i>Short answer questions</i> <i>Monitoring task – location and transformation</i>	Unit 6: Marvellous Measurement <i>Short answer questions</i>	Unit 7: Deadly decimals <i>Short answer questions</i> Data analysers <i>Short answer response</i>	Unit 8: Measurement <i>Written</i>

SCIENCE UNIT OVERVIEW

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

TERM 1	TERM 2	TERM 3	TERM 4
Unit 1: Here today gone tomorrow Students explore natural processes and human activity which cause weathering and erosion of the earth's surface. Students relate this to their local area and predict consequences of future occurrences and human activity.	Unit 2: Ready, set, grow! Students will investigate life cycles. They will examine relationships between living things and their dependence on the environment.	Unit 3: Properties matter Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.	Unit 4: Fast forces Students will use games to investigate and demonstrate how forces affect objects through contact and non-contact forces.

ASSESSMENT

Being a soil scientist <i>Assignment/project</i>	Mapping lifecycles <i>Multimodal presentation</i>	Properties matter <i>Written Test</i> <i>Monitor</i>	Collection of work - Forces <i>Portfolio</i>
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HUMANITIES UNIT OVERVIEW

Years 1 – 7 study History and Geography in alternate terms.

The Year 4 curriculum introduces world history and the movement of peoples. Students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s.

TERM 1 History	TERM 2 GEOGRAPHY	TERM 3 History	TERM 4 GEOGRAPHY
Unit 1 – Investigating European exploration and the movement of peoples Inquiry question/s: <ul style="list-style-type: none">Why did the great journeys of exploration occur?Why did the Europeans settle in Australia?	Unit 1 - Exploring environments and places. Inquiry question/s: <ul style="list-style-type: none">How does the environment support the lives of people and other living things?	Unit 2 – Investigating the impact of colonisation Inquiry question/s: <ul style="list-style-type: none">What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?What was the nature and consequence of contact between Aboriginal people and/or Torres Strait	Unit 2 - Using places more sustainably. Inquiry Question/s: <ul style="list-style-type: none">How do different views about the environment influence approaches to sustainability?How can people use places and environments more sustainably?



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		Islander peoples and early traders, explorers and settlers?	
ASSESSMENT			
Collection of work – timelines, completion of graphic organisers for note-taking, biographies of explorers	Collection of work – assignment/project	Research – Historical inquiry of the lives of Aboriginal people, Convicts, Early Free Settlers	Research – assignment/project
TECHNOLOGY UNIT OVERVIEW			
<i>Technology involves the process of design, make and appraise.</i>			
TERM 1	TERM 2	TERM 3	TERM 4
Create a Menu Task <ul style="list-style-type: none"> Use Microsoft Word program to edit text features, insert pictures and borders to redesign an Early Australian Settler menu to make it more appealing Design, make and appraise volcanoes to link with science activities – rock and minerals. 		Totems <ul style="list-style-type: none"> Design, make and appraise Totem signifying the students or their families values, beliefs, and/or practises Design, make and appraise brochures using Publisher to help advertise the Lobby Group campaigns. 	
ASSESSMENT			
<ul style="list-style-type: none"> reflect on and identify the impacts of products and processes on people and their communities 		<ul style="list-style-type: none"> make products to match design ideas by manipulating and processing resources reflect on and identify the impacts of products and processes on people and their communities 	
ART UNIT OVERVIEW			
TERM 1	TERM 2	TERM 3	TERM 4
Collage - Australian Animals, Onomatopoeia Art <ul style="list-style-type: none"> select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages create and shape arts works by organising arts elements to express personal and community values, beliefs and observations respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages 	Boomerangs, Animal Finger Puppets, Volcanoes – Modelling. <ul style="list-style-type: none"> select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages create and shape arts works by organising arts elements to express personal and community values, beliefs and observations respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages 	Totems, Paper Bark Art, Wire/Plaster Sculptures - Legendary Creatures <ul style="list-style-type: none"> select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages create and shape arts works by organising arts elements to express personal and community values, beliefs and observations respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages 	Create & Design supporting props for 'Arboretum Altercations' presentation e.g. posters, models, costumes. <p>Media:</p> <ul style="list-style-type: none"> Still and moving images, sounds and words are selected to construct media texts <p>Drama:</p> <ul style="list-style-type: none"> (Mock Parliament) SOSE linked Dramatic action is structured through storytelling, improvisation and extended role plays
ASSESSMENT			
<ul style="list-style-type: none"> Assess if students have used a variety of collage techniques/styles in 	<ul style="list-style-type: none"> Assess the use of Aboriginal art styles/techniques in the painting of their boomerangs and the use of a diverse 	<ul style="list-style-type: none"> Assess the use of construction techniques in effectively expressing Aboriginal cultural identity and present arts works to informal 	<ul style="list-style-type: none"> Assess using rubric the creativity of lobby groups designs and the integration of a variety of



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order to develop colour and texture in their art works	range of materials in the construction of puppets/volcanoes	and formal audiences, using arts techniques, skills and processes.	advertising modes in their group presentations
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