2020 Year 4 Curriculum Overview – Ipswich Central State School

	English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts
TERM ONE	**Investigating author's language in a familiar narrative (i.e. traditional stories)** Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They examine and analyse the language features and techniques used by the author. Students demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral.	**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, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks • Fractions and decimals — communicate sequences of simple fractions • Patterns and algebra — use properties of numbers to continue patterns • Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths. • Chance —compare dependent and independent events, describe probabilities of everyday events • Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.	**Here today, gone tomorrow** 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.	**Early exploration and settlement** Inquiry questions: • *What were the short- and long-term effects of European settlement?* Students will: • 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.	**Making healthy choices** Students identify strategies to keep healthy and improve fitness. They explore the *Australian Guide to Healthy Eating* and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages. Students: • 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.	**Criss Cross** In this context, students will practice and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.		**Digital Technologies** **What's your waste footprint?** Students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They will: • recognise 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 • develop skills in computational and systems thinking when solving problems and creating solutions • plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols • explain how existing information systems meet personal, school and community needs.	**Drama** **Country/Place** Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus. Students will: • 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. **Music** 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 and playing instruments with accurate pitch, rhythm and expression.

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TERM TWO

English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts
Examining humour in poetry 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 a personal viewpoint using evidence from the poem. ***To be covered in HASS 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. Students present an account of events in the role of a person who was present at the arrival of the First Fleet.*	**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, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing 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. • 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, represent fractions using a range of models, solve fraction problems in familiar contexts. • 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, explore Asian currency and calculate foreign currencies. • Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams. • 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.	**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.	**Early exploration and settlement** ***Continued from Term 1*** Inquiry questions: • *What were the short- and long-term effects of European settlement?* Students will: • 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.	**Culture in Australia – Positive interactions** Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions. Students: • explore how cultures are similar and different • investigate own heritage and culture • understand how meeting challenges and coping with failure contribute to success • identify relationships and roles that contribute to their identity • understand that feelings can be communicated in different ways • explore how emotional responses vary between cultures and individuals • investigate ways to demonstrate respect and empathy • identify varying emotional responses to situations.	**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. Students: • develop and combine fundamental movement skills to form athletic sequences • become familiar with the elements of movement and their use in athletic sequences. • create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement • develop athletic-movement sequences in authentic running, jumping and throwing situations.		**Digital Technologies** **What's your waste footprint?** ***Continued from Term 1*** Students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They will: • recognise 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 • develop skills in computational and systems thinking when solving problems and creating solutions • plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols • explain how existing information systems meet personal, school and community needs.	**Drama** **Country/Place** ***Continued from Term 1*** Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus. Students will: • 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. **Music** 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 and playing instruments with accurate pitch, rhythm and expression.

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TERM THREE

English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts

Exploring a quest novel
 	
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 to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.
	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.
	• Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change.
	• Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities.
	• 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.
	• Shape — compare the areas of regular and irregular shapes using informal units of area measurement.
	• Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.
		Material use
		
		Students 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.
			Sustainable use of places
			
			Inquiry questions:
			• *How can people use environments more sustainably?*
			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.
				Health channels
				
				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.
				Students:
				• identify and interpret health messages
				• assess the accuracy of health messages from different sources
				• investigate the methods used to sell products and how they influence people's choices
				• recognise how health messages in the media can change over time
				• identify information sources and strategies to use when making decisions about their health.
					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.
					Students:
					• understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts
					• develop and refine striking/fielding game skills and apply concepts in active play and minor games
					• apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games.
						Problem/ Need/ Opportunity: Problem
						
						Context: Materials and technologies specialisations
						
						Designed solution: Service
						
						Design question: How might we effectively deliver packages to the community?
						
						In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They create a service to deliver packages to the community. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs.
						Students apply processes and production skills, including:
						• investigating by:
						  ○ communicating with client and critiquing needs or opportunities for designs
						  ○ testing materials including and exploring techniques for shaping and joining them
						• generating design ideas for packaging and communicating them with annotated design drawings
						• producing a package by selecting relevant tools and resources and using them safely
						• evaluating design ideas, processes and solutions
						• collaborating as well as working individually throughout the process
						• managing by sequencing production steps.
								Dance
								Dance messages
								
								Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.
								
								Students will:
								• 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 about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.
								
								Music
								
								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 and playing instruments with accurate pitch, rhythm and expression.

2020 Year 4 Curriculum Overview – Ipswich Central State School

TERM FOUR

English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts

Examining persuasion in advertisements and product packaging
 	
Students understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.
	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.
	• 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).
	• Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases.
	• Patterns and algebra —use equivalent multiplication and division number sentences to find unknown quantities.
	• Using units of measurement — use am and pm notation, solve simple time problems.
	• Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means.
	• Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data.
		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.
			Sustainable use of places
			Continued from Term 3
			
			Inquiry questions:
			• *How can people use environments more sustainably?*
			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.
				Netiquette and online protocols
				
				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 local resources to support their safety.
				Students:
				• 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.
				This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.
					Let me entertain you
					
					Students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling, Students:
					• develop and combine throwing and catching skills into juggling sequences apply throwing and catching skills in juggling challenges develop static and dynamic balancing skills
					• apply static and dynamic balancing skills in balancing challenges.
						Problem/ Need/ Opportunity: Opportunity
						Context: Engineering principles and systems
						Designed solution: Product
						Design question: How might we design a game that excites younger students?
						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:
						• 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 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.
								Dance
								Dance messages
								Continued from Term 3
								
								Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.
								Students will:
								• 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 about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.
								Music
								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 and playing instruments with accurate pitch, rhythm and expression.