

Term 4 Curriculum Overview

Year 4

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 Oct 6	Fractions and Decimals	Oral Language	Conventions: Spelling Presentation Voice	SWPBS Resilience, Rights and Respectful Relationships (RRRR)	Humanities - History: The influence of various cultures from before European colonisation to the current day (place, symbols, emblems, significant days). <i>I understand the role that people of diverse backgrounds have played in the development and character of the local community and/or other societies.</i> <i>A significant example of change and a significant example of continuity over time in the local community, region or state/territory.</i> <i>I can identify similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there.</i>
Week 2 Oct 13					
Week 3 Oct 20	Fractions and Decimals Multiplication and Division	Phonemic Awareness			
Week 4 Oct 27					
Week 5 Nov 3	Fractions and Decimals Multiplication and Division Place Value	Phonemic Awareness Comprehension			
Week 6 Nov 10	Multiplication and Division Place Value				
Week 7 Nov 17	Multiplication and Division Financial Maths	Comprehension			
Week 8 Nov 24					
Week 9 Dec 1	The focus of Learning Cycles for these weeks will be established by the Collaborative Teaching Team in alignment with student needs. As all core learning cycles will have been completed, subsequent planning will be data-driven and responsive to student progress.				
Week 10 Dec 8					
Week 11 Dec 15					

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 4 Curriculum Overview: Mathematics

Year 4

	Essential Learning	Learning Targets
Week 1 - 5	Fractions and Decimals	→ I can define mixed numbers and improper fractions, and explain their connection. → I can locate and represent familiar fractions up to one on a number line. → I can count by familiar fractions, including mixed numerals. → I can make and use connections between the fraction and decimal representations of tenths ($1/10 = 0.10$ etc) and hundredths ($1/100 = 0.010$, or $25/100 = 0.25$). → I can use an area model to represent a whole as ten 10ths or one hundred 100ths. → I can convert between mixed numbers and improper fractions.
Week 3 - 8	Multiplication and Division	→ I can accurately multiply a number by multiples and powers of 10. → I can solve multiplication problems using a doubling or halving. → I can solve division problems using a partitioning strategy (no remainder). → I can solve a multiplication problems using partitioning (area/region model) → I can recall and use multiplication facts up to 10×10. → I can use rounding to predict an answer, or to check the reasonableness of an answer. → I can accurately divide a number by multiples and powers of 10. → I can partition the quotient into useful parts (ie: related to the divisor) in order to support solving division problems. → I can use proficiency with basic facts to make and use accurate estimations to predict an answer, or to check the reasonableness of an answer.
Week 5 - 6	Place Value	→ I can make connections between the fraction and decimal representations of tenths and hundredths.
Week 7 - 8	Financial Maths	→ I can model and solve simple money problems involving whole dollar and cent amounts with multiplication and division.

Term 4 Curriculum Overview: Reading

Year 4

	Essential Learning	Learning Targets
Week 1 - 2	Oral Language Knowing and using spoken words to express knowledge, ideas and emotions.	→ I can identify and describe the effect of text structures and language features, when sharing my opinion about a range of texts. → I can compare the plots and characters between texts with similar ideas, recognising similarities and differences.
Week 3 - 4	Phonemic Awareness The knowledge of sounds (phonemes) - the ability to identify and manipulate the individual speech sounds in words called phonemes.	→ I can recognise unstressed vowels in multisyllabic words and how these vowel sounds are written. → I can blend and segment sounds, syllables and morphemes to read and write multisyllabic words with more complex letter combinations.
Week 5 - 8	Comprehension The ability to extract and construct meaning from written text. Making meaning from text which includes developing knowledge of grammar (Often relating to whole text understanding).	→ I can compare how authors and illustrators use plot, tension, character and setting as literary devices. → I can identify the characteristic features used in different types of texts to meet the purpose and the audience of the text. → I can use a range of comprehension strategies to expand topic knowledge and ideas. → I am beginning to evaluate texts to build literal and inferred meanings.

Term 4 Curriculum Overview: Writing

Year 4

	Essential Learning	Learning Targets
Week 1 - 11	Conventions: Spelling	→ I can reread and edit my writing for spelling accuracy. → I can use and apply a range of spelling strategies and knowledge when writing words, including spelling patterns and generalisations as well as morphemic knowledge. → I can spell a range of words with less common letter groupings (mountain) or that do not include common phonic patterns. → I can spell less common homophones using meaning and context to identify the correct spelling (site, sight, to, two, too). → I can use my knowledge of prefixes and suffixes to spell less common words (triangle, disagree).
Week 1 - 11	Presentation The physical appearance of the piece.	→ I am beginning to show control and consideration over how I select, and where I place visual, audio and print elements. → I can consistently use joined letters that are accurately formed and of consistent size with increased fluency and automaticity.
Week 1 - 5	Voice The tone and tenor of the piece- the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.	→ I can compare how authors hold readers' interest through plot tension and am beginning to experiment with these devices in my own style. → I can explore and discuss how authors use language choice (e.g. deliberate word play, grammar, synonyms, antonyms) and begin to experiment with vocabulary choices to begin to develop my own personal style. → I can compare how authors hold readers' interest through character and setting. → I can identify the characteristic authorial features used in different types of texts used to meet the purpose and audience and I am beginning to identify my own characteristic authorial choices.