

## Term 2 Curriculum Overview

Year 4

	Mathematics	Reading	Writing	Concept
<b>Week 1</b> Apr 24	Fractions Angles	Comprehension Structure and Purpose Fluency Reading Process	Word Choice Conventions- Spelling Presentation	<p><b><i>Science knowledge helps people to understand the effects of their actions. The Earth's rotation on its axis causes regular change.</i></b></p> <p>I understand the Earth's rotation on its axis causes regular changes, including night and day.</p> <p>I understand the Earth's surface changes over time as a result of natural processes and human activity.</p> <p>I understand science knowledge helps people to understand the effects of their actions.</p> <p>I can use a range of methods including tables and column graphs to represent data and to identify patterns and trends.</p> <p>With guidance, I can identify questions that can be investigated scientifically and predict what might happen based on prior knowledge.</p>
<b>Week 2</b> May 1	Decimal Place Value Angles	Comprehension Structure and Purpose Fluency Reading Process	Word Choice Conventions- Grammar & Punctuation Conventions- Spelling Presentation	
<b>Week 3</b> May 8	Decimal Place Value Transformation and Symmetry Shape	Comprehension Structure and Purpose Fluency Reading Process	Word Choice Conventions- Grammar & Punctuation Conventions- Spelling Presentation	
<b>Week 4</b> May 15	Decimal Place Value Transformation and Symmetry Shape	Comprehension Structure and Purpose Fluency Reading Process	Word Choice Conventions- Grammar & Punctuation Conventions- Spelling Presentation	
<b>Week 5</b> May 22	Decimal Place Value Transformation and Symmetry Shape	Comprehension Structure and Purpose Fluency Reading Process	Sentence Fluency Conventions- Grammar & Punctuation Conventions- Spelling Presentation	
<b>Week 6</b> May 29	Decimal Place Value Location and Mapping	Comprehension Structure and Purpose Fluency Reading Process	Sentence Fluency Organisation Conventions- Spelling Presentation	
<b>Week 7</b> Jun 5	Location and Mapping Addition and Subtraction	Comprehension Structure and Purpose Fluency Reading Process	Sentence Fluency Organisation Conventions- Spelling Presentation	
<b>Week 8</b> Jun 12	Decimal Place Value Addition and Subtraction Money	Structure and Purpose Fluency Reading Process Text Preferences and Viewpoints	Sentence Fluency Conventions- Spelling Presentation	
<b>Week 9</b> Jun 19	Decimal Place Value Addition and Subtraction Money	Structure and Purpose Fluency Reading Process Text Preferences and Viewpoints	Conventions- Spelling Voice Presentation	

*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.*

## Term 2 Curriculum Overview: Mathematics

### Year 4

	Essential Learning	Learning Targets
Week 1	<b>Fractions:</b> Students can recognise common equivalent fractions, connect fractions and decimals and locate fractions on a number line	<ul style="list-style-type: none"> <li>→ I can identify and model a range of equivalent fractions and explain their relationship</li> <li>→ I can describe what an equivalent fraction is</li> <li>→ I can connect fractions with decimal notation</li> <li>→ I can count by halves, quarters and thirds, including mixed numerals</li> <li>→ I can locate and represent halves, quarters and thirds on a number line, including mixed numerals</li> <li>→ I can convert between mixed numbers and improper fractions</li> <li>→ I can define mixed numbers and improper fractions, and explain their connection</li> </ul>
Week 2 - 9	<b>Decimal Place Value:</b> Students can recognise that the place value system extends to tenths and hundredths.	<ul style="list-style-type: none"> <li>→ I can make connections between the fraction and decimal representations of tenths and hundredths</li> <li>→ I can explain how the base 10 system applies to decimal numbers</li> <li>→ I can compare the value of two decimal numbers</li> <li>→ I can write decimal numbers</li> <li>→ I can read decimal numbers</li> </ul> <p>* Unless otherwise stated, all learning targets are with tenths and hundredths only</p>
Week 1- 2	<b>Angles:</b> Students can classify angles in relation to a right angle.	<ul style="list-style-type: none"> <li>→ I can classify angles as acute, obtuse or right angle.</li> <li>→ I can compare other angles to a right angle, and classify them as equal to, greater than, or less than a right angle</li> <li>→ I can identify right angles</li> <li>→ I can link everyday examples of angles to mathematical representations</li> </ul>
Week 3- 5	<b>Transformation and Symmetry:</b> Students can create patterns, simple and composite shapes that demonstrate symmetry.	<ul style="list-style-type: none"> <li>→ I can create simple and composite shapes that demonstrate symmetry</li> <li>→ I can create patterns and pictures that demonstrate symmetry</li> </ul>
Week 3- 5	<b>Shape:</b> Students can compare and describe two dimensional shapes and create symmetrical shapes and patterns.	<ul style="list-style-type: none"> <li>→ I can split a composite shape into regular 2D shapes</li> <li>→ I can use multiple regular 2D shapes to create a composite shape</li> <li>→ I can identify, compare and describe regular 2D shapes that are created through combining and splitting other 2D shapes (with and without digital technologies)</li> <li>→ I can identify and explain the 2D shapes that are the faces for 3D objects such as prisms, pyramids and platonic solids</li> <li>→ I can describe the similarities and differences between 2D shapes and their related 3D objects</li> </ul>

Week 3 - 9	<b>Multiplication and Division:</b> Students can solve a variety of multiplication and division problems and recall multiplication facts to 10 x 10 and related division facts.	<ul style="list-style-type: none"> <li>→ I can use estimation to make a reasonable prediction when solving problems involving multiplication and division</li> <li>→ I can solve a variety of problems, using a range of division strategies (where there is no remainder)</li> <li>→ I can solve a variety of problems, using a range of multiplication strategies</li> <li>→ I can use multiplication facts to recall related division facts</li> <li>→ I can recall multiplication facts up to 10x10</li> </ul> <p>* Unless otherwise stated, all multiplication learning targets are 1-digit numbers x 2 or 3-digit numbers, and all division learning targets are 2-digit numbers ÷ 1-digit numbers without remainders</p>
Week 6- 7	<b>Location and Mapping:</b> Students can interpret the information contained in basic maps using simple scales, legends and directions.	<ul style="list-style-type: none"> <li>→ I can interpret the scale used on a basic map to solve problems</li> <li>→ I can use compass directions to locate a position on a basic map</li> <li>→ I can use a legend to interpret information in a basic map</li> </ul>
Week 7 - 9	<b>Addition and Subtraction:</b> Students solve simple addition and subtraction problems where renaming is required using a range of strategies.	<ul style="list-style-type: none"> <li>→ I can perform simple subtraction problems, using a range of strategies, where renaming is required</li> <li>→ I can perform simple subtraction problems, using a range of strategies</li> <li>→ I can perform simple addition problems, using a range of strategies where renaming is required</li> <li>→ I can perform simple addition problems, using a range of strategies</li> <li>→ I can determine whether a contextual problem requires addition or subtraction</li> </ul> <p>* Unless otherwise stated, all learning targets are with 2 three-digit numbers and connect with Money EL - cross check Learning Targets</p>
Week 8 - 9	<b>Money:</b> Students can solve purchasing problems and calculate change to the nearest five cents.	<ul style="list-style-type: none"> <li>→ I can calculate the change required from a transaction, to the nearest 5 cents, when working with a combination of dollars or cents. (e.g: \$3.60)</li> <li>→ I can calculate the change required from a transaction, to the nearest 5 cents, when working with either dollars or cents. (e.g: \$7 or 40c)</li> <li>→ I can find the total amount of two or more items that I wish to purchase, with dollar and cent amounts.</li> <li>→ I can round monetary amounts to the nearest 5 cents</li> <li>→ I can represent a given monetary amount in multiple ways by using coins and notes of any denomination.</li> </ul>

## Term 2 Curriculum Overview: Reading

### Year 4

	Essential Learning	Learning Targets
Week 1 - 7	<b>Comprehension:</b> I can use comprehension strategies to build literal and implied meaning	I can demonstrate the skills for a levelled text (level 26 PM) for fiction and non-fiction texts: <ul style="list-style-type: none"> <li>→ Make and monitor predictions</li> <li>→ Make meaningful connections (self/ text/ world)</li> <li>→ Determine the important information in a text.</li> <li>→ Summarise a text</li> <li>→ Synthesise as I read</li> <li>→ Make inferences based on prior knowledge and text clues</li> <li>→ Ask questions as I read</li> <li>→ Use visualisation to construct an image of what I read</li> </ul>
Week 1 - 9	<b>Structure and Purpose:</b> I can understand that texts have different structures depending on the purpose and context.	I can: <ul style="list-style-type: none"> <li>→ Identify whether a text is used to persuade, inform or entertain</li> <li>→ Identify how images and graphic features (e.g. graphic novels) support the purpose of the text</li> <li>→ Identify and compare language features (e.g. Why are there 'strong' verbs?) to explain the author's purpose.</li> <li>→ Examine writer's word choice and how this was selected to target a particular audience</li> <li>→ Identify the structure of a text and explain how it's used to order and present information and ideas (including online texts)</li> </ul>
	<b>Fluency:</b> I can read a levelled text with fluency in a way that reflects understanding and meaning.	I can: <ul style="list-style-type: none"> <li>→ read with appropriate emphasis (stress and volume).</li> <li>→ use intonation based on punctuation.</li> <li>→ Use phrasing based on punctuation.</li> <li>→ read at an appropriate rate.</li> <li>→ Self correct errors when noticed.</li> </ul>
	<b>Reading Process:</b> I can combine phonic (visual), semantic (meaning), contextual and grammatical knowledge (structure) to decode.  <i>Deliver content through reading groups</i>	With a levelled text I can: <ul style="list-style-type: none"> <li>→ Use the context to create meaning. E.g. to substitute an unknown word.</li> <li>→ Integrate the MSV strategies to make meaning and bring understanding to the text.</li> <li>→ Integrate the MSV strategies to solve new words.</li> </ul>

Week 8 - 9	<b>Text Preferences and Viewpoints:</b> I can express preferences for particular types of texts, and respond to others' viewpoints	I can: <ul style="list-style-type: none"> <li>→ Consider and respond to others' viewpoints by adding more information or offering an alternative view.</li> <li>→ Express and justify my preference for a text type.</li> <li>→ Identify the craft that authors and illustrators use to engage the reader.</li> </ul>
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## Term 2 Curriculum Overview: Writing

### Year 4

	Essential Learning	Learning Targets
Week 1 - 4	<b>Word Choice</b> The specific vocabulary the writer uses to convey meaning and enlighten the reader	<ul style="list-style-type: none"> <li>→ I <b>consistently</b> use some simple figurative language devices (e.g. simile) and creative wordplay (e.g. repetition and alliteration) to affect the reader</li> <li>→ I <b>consistently</b> use adverbials to present more surrounding details for time, place, manner and reason</li> <li>→ I <b>consistently</b> use a wide range of verbs in order to express greater detail e.g. tiptoed instead of walked</li> <li>→ I <b>consistently</b> use adjectives to persuade (e.g. dangerous behaviour)</li> <li>→ I <b>consistently</b> use adjectives in complex noun groups to create more accurate description (e.g. that tangy, lemon-scented aroma) and to include details of participants, give opinion and classify ('that crazy, little cattle dog')</li> <li>→ I <b>consistently</b> use a range of technical and subject specific words to add authority and credibility to my information and arguments (e.g. hibernate instead of sleep)</li> <li>→ I can incorporate new vocabulary from a range of sources, including learnt topic words to add credibility to my writing</li> <li>→ I can use vocabulary that is appropriate to my writing purpose and text type</li> </ul>
Week 2 - 5	<b>Conventions: Grammar &amp; Punctuation</b> The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	<ul style="list-style-type: none"> <li>→ I am <b>beginning</b> to identify and experiment with the use of quotation marks to signal dialogue, titles and quoted (direct) speech</li> <li>→ I am <b>beginning</b> to punctuate headings correctly, following the conventions of capital letter usage.</li> <li>→ I can <b>consistently</b> write accurate compound and complex sentences, and maintain subject-verb agreement in simple and compound sentences</li> <li>→ I <b>consistently</b> employ a range of tenses in my writing to represent processes, maintaining consistent tense within and between sentences, and throughout the whole text where appropriate.</li> <li>→ I am <b>beginning</b> to use apostrophes for regular single possessives</li> <li>→ I can reread and edit my writing for punctuation and grammatical accuracy</li> </ul>
Week 5 - 8	<b>Sentence Fluency</b> The way words and phrases	<ul style="list-style-type: none"> <li>→ I <b>consistently</b> use a variety of sentence structures with intention to enhance my writing</li> </ul>

	<p>flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<ul style="list-style-type: none"> <li>→ I <b>consistently</b> use a variety sentence beginnings</li> <li>→ I <b>consistently</b> include complex sentences using conjunctions (eg: when, because)</li> <li>→ I <b>consistently</b> use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations</li> <li>→ I can reread and edit my writing by adding, deleting or moving words in order to improve the fluency of my sentences and the overall fluency of a whole text</li> </ul>
Week 6 -7	<p><b>Organisation</b> The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> <li>→ I <b>consistently</b> use well-structured paragraphs with topic sentences, to support my reader</li> <li>→ I <b>consistently</b> include structural features that are appropriate to the type of text or task</li> <li>→ I <b>consistently</b> use cohesive devices appropriate to the type of text or task; ie: to <b>link</b> ideas within a text, <b>link</b> arguments, or signpost sections of a text</li> <li>→ I can organise information, arguments or events into a sequence with a natural conclusion</li> <li>→ I can reread and edit my writing to improve the way in which its organisation and structure supports my reader</li> </ul>
Week 9	<p><b>Voice</b> The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.</p>	<ul style="list-style-type: none"> <li>→ I can write for a <b>widening range</b> of familiar and unfamiliar audiences</li> <li>→ I can explain ideas for a range of different audiences</li> <li>→ I understand how to express an opinion based on information in a text</li> <li>→ My writing shows an awareness of my audience but uses obvious generalities</li> <li>→ I am beginning to make choices that truly intrigue, delight, or move the reader</li> <li>→ My writing communicates in an earnest, pleasing, yet safe manner</li> </ul>
Week 1 - 9	<p><b>Conventions: Spelling</b> The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> <li>→ I can use my knowledge of prefixes and suffixes to spell less common words (triangle, disagree)</li> <li>→ I can spell less common homophones using meaning and context to identify the correct spelling (site, sight, to, two, too)</li> <li>→ I can spell a range of words with less common letter groupings (mountain) or that do not include common phonic patterns</li> <li>→ 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</li> <li>→ I can reread and edit my writing for spelling accuracy</li> </ul>
Week 1 - 9	<p><b>Presentation</b> The physical appearance of the piece.</p>	<ul style="list-style-type: none"> <li>→ I use joined letters that are accurately formed and of consistent size with increased fluency and automaticity</li> <li>→ I can use a range of digital applications to compose, edit and publish texts, identifying most appropriate applications independently</li> <li>→ I am <b>beginning</b> to show control and consideration over how I select, and where I place visual, audio and</li> </ul>

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