

Term 2 Curriculum Overview

Year 4

| | Mathematics | Reading | Writing | Social & Emotional Learning | Concept |
|---------------------------|---|---|--|---|---|
| Week 1 <i>April 15</i> | Addition and Subtraction Multiplication Facts | Comprehension Structure and Purpose Reading Process | Organisation Word Choice Presentation Conventions: Spelling | <p><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Resilience</i></p> <p>Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be optimistic ● Accept and adapt ● Growth mindset ● Be courageous ● Bounce back <p><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 3: Positive Coping</p> <p>Topic 4: Problem Solving</p> <p>Topic 5: Stress Management</p> | <p style="text-align: center;">Australian history and communities have changed over time.</p> <p><i>I understand the significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area</i></p> <p><i>I can identify stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival.</i></p> <p><i>I understand the nature of contact between Aboriginal and Torres Strait Islander peoples and others and the effects of these interactions.</i></p> <p><i>I can sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement.</i></p> |
| Week 2 <i>April 22</i> | Addition and Subtraction Money Multiplication Facts | Comprehension Structure and Purpose Reading Process | Organisation Word Choice Presentation Conventions: Spelling | | |
| Week 3 <i>April 29</i> | Addition and Subtraction Money Multiplication Facts | Comprehension Structure and Purpose Fluency | Organisation Word Choice Presentation Conventions: Spelling | | |
| Week 4 <i>May 6</i> | Addition and Subtraction Money Multiplication Facts | Comprehension Structure and Purpose Fluency | Organisation Word Choice Presentation Conventions: Spelling | | |
| Week 5 <i>May 13</i> | Fractions Angles Multiplication Facts | Comprehension Structure and Purpose Reading Process | Organisation Word Choice Presentation Conventions: Spelling | | |
| Week 6 <i>May 20</i> | Fractions Angles Multiplication Facts | Comprehension Structure and Purpose Reading Process | Word Choice Presentation Conventions: Spelling | | |
| Week 7 <i>May 27</i> | Fractions Shape Multiplication Facts | Comprehension Structure and Purpose Fluency | Word Choice Sentence Fluency Presentation Conventions: Spelling | | |
| Week 8 <i>Jun 3</i> | Decimal Place Value Shape Multiplication Facts | Comprehension Structure and Purpose Fluency | Word Choice Sentence Fluency Presentation Conventions: Spelling | | |
| Week 9 <i>Jun 10</i> | Transformations and Symmetry Multiplication Facts | Comprehension Structure and Purpose Reading Process | Sentence Fluency Presentation Conventions: Spelling | | |
| Week 10 <i>Jun 17</i> | Location/Mapping Multiplication Facts | Comprehension Structure and Purpose Reading Process | Sentence Fluency Presentation Conventions: Spelling | | |
| Week 11 <i>Jun 24</i> | Location/Mapping Multiplication Facts | Comprehension Structure and Purpose | Sentence Fluency Presentation | | |

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| | | Fluency | Conventions: Spelling | | |
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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 2 Curriculum Overview: Mathematics

Year 4

| | Essential Learning | Learning Targets |
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| Week 1 - 11 | <p style="text-align: center;">Multiplication Facts</p> <p>Students recall multiplication facts to 10 x 10 and related division facts.</p> | <ul style="list-style-type: none"> → I can recall multiplication facts up to 10 x 10 → I can use multiplication facts to recall related division facts |
| Week 1 - 4 | <p style="text-align: center;">Addition and Subtraction</p> <p>Students solve simple addition and subtraction problems where renaming is required using a range of strategies.</p> | <ul style="list-style-type: none"> → I can perform simple subtraction problems, using a range of strategies, where renaming is required → I can perform simple subtraction problems, using a range of strategies → I can perform simple addition problems, using a range of strategies where renaming is required → I can perform simple addition problems, using a range of strategies → I can determine whether a contextual problem requires addition or subtraction |
| Week 2 - 4 | <p style="text-align: center;">Money</p> <p>Students can solve purchasing problems and calculate change to the nearest five cents.</p> | <ul style="list-style-type: none"> → 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) → 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) → I can find the total amount of two or more items that I wish to purchase, with dollar and cent amounts. → I can round monetary amounts to the nearest 5 cents → I can represent a given monetary amount in multiple ways by using coins and notes of any denomination. |
| Week 5 - 7 | <p style="text-align: center;">Fractions</p> <p>Students can recognise common equivalent fractions, connect fractions and decimals and locate fractions on a number line.</p> | <ul style="list-style-type: none"> → I can identify and model a range of equivalent fractions and explain their relationship → I can describe what an equivalent fraction is → I can connect fractions with decimal notation → I can count by halves, quarters and thirds, including mixed numerals → I can locate and represent halves, quarters and thirds on a number line, including mixed numerals → I can convert between mixed numbers and improper fractions → I can define mixed numbers and improper fractions, and explain their connection |
| Week 5 - 6 | <p style="text-align: center;">Angles</p> <p>Students can classify angles in relation to a right angle.</p> | <ul style="list-style-type: none"> → I can classify angles as acute, obtuse or right angle. → I can compare other angles to a right angle, and classify them as equal to, greater than, or less than a right angle → I can identify right angles → I can link everyday examples of angles to mathematic representations |
| Week 7 - 8 | <p style="text-align: center;">Shape</p> <p>Students can compare and describe two dimensional shapes</p> | <ul style="list-style-type: none"> → I can split a composite shape into regular 2D shapes → I can use multiple regular 2D shapes to create a composite shape |

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| | and their related 3D Object. | <ul style="list-style-type: none"> → I can identify, compare and describe regular 2D shapes that are created through combining and splitting other 2D shapes (with and without digital technologies) → I can identify and explain the 2D shapes that are the faces for 3D objects such as prisms, pyramids and platonic solids → I can describe the similarities and differences between 2D shapes and their related 3D objects |
| Week 9 | <p>Transformations and Symmetry Students can create patterns, simple and composite shapes that demonstrate symmetry.</p> | <ul style="list-style-type: none"> → I can create simple and composite shapes that demonstrate symmetry → I can create patterns and pictures that demonstrate symmetry |
| Week 10 - 11 | <p>Location/Mapping Students can interpret the information contained in basic maps using simple scales, legends and directions.</p> | <ul style="list-style-type: none"> → I can interpret the scale used on a basic map to solve problems → I can use compass directions to locate a position on a basic map → I can use a legend to interpret information in a basic map |

Term 2 Curriculum Overview: Reading

Year 4

| | Essential Learning | Learning Targets |
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| Week 1 - 11 | <p style="text-align: center;">Comprehension</p> <p>I can use comprehension strategies to build literal and implied meaning and:</p> <ul style="list-style-type: none"> - Expand content knowledge - Integrate and link ideas - Analyse and evaluate texts. | <ul style="list-style-type: none"> → Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing → Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts → Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts |
| Week 1 - 11 | <p style="text-align: center;">Structure and Purpose</p> <p>I can understand that texts have different structures depending on the purpose and context.</p> | <ul style="list-style-type: none"> → Identify and explain the author's purpose using evidence from the text (including online texts). → Identify and explain the structure of a text using evidence from the text (including online texts). |
| Week 1 - 2, 5 - 6, 9 - 10 | <p style="text-align: center;">Reading Process</p> <p>I can combine phonic (visual), semantic (meaning), contextual and grammatical knowledge (structure) to decode.</p> | <ul style="list-style-type: none"> → With a levelled text I can: <ul style="list-style-type: none"> ◆ use the context to create meaning. E.g. to substitute an unknown word. ◆ integrate the MSV strategies to make meaning and bring understanding to the text. ◆ integrate the MSV strategies to solve new words. |
| Week 3 - 4, 7- 8 | <p style="text-align: center;">Fluency</p> <p>I can read a levelled text with fluency in a way that reflects understanding and meaning.</p> | <ul style="list-style-type: none"> → With a levelled text I can: <ul style="list-style-type: none"> ◆ read with appropriate emphasis (stress and volume). ◆ use intonation based on punctuation. ◆ Use phrasing based on punctuation. ◆ read at an appropriate rate. ◆ Self correct errors when noticed. |

Term 2 Curriculum Overview: Writing

Year 4

| | Essential Learning | Learning Targets |
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| Week 1 - 11 | <p>Spelling</p> <p>Students make use of their increasing knowledge of phonics. Students demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p> | <ul style="list-style-type: none"> → I can reread and edit my writing for spelling accuracy. → I can spell less common homophones using meaning and context to identify the correct spelling (site, sight, to, two, too). → 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 use my knowledge of prefixes and suffixes to spell less common words (triangle, disagree). → I can spell a range of words with less common letter groupings (mountain) or that do not include common phonic patterns. |
| Week 1 - 11 | <p>Presentation</p> <p>The physical appearance of the piece.</p> | <ul style="list-style-type: none"> → I can use a range of digital applications to compose, edit and publish texts, identifying most appropriate applications independently. → I am beginning to show control and consideration over how I select, and where I place visual, audio and print elements. → I use joined letters that are accurately formed and of consistent size with increased fluency and automaticity. |
| Week 1 - 5 | <p>Organisation</p> <p>The internal structure of the piece – the thread of logic, the pattern of meaning.</p> | <ul style="list-style-type: none"> → I consistently use cohesive devices appropriate to the type of text or task; ie: to link ideas within a text, link arguments, or signpost sections of a text. → I consistently use well-structured paragraphs with topic sentences, to support my reader. → I consistently include structural features that are appropriate to the type of text or task. → I can organise information, arguments or events into a sequence with a natural conclusion. → I can re-read and edit my writing to improve the way in which its organisation and structure supports my reader. |
| Week 1 - 8 | <p>Word Choice</p> <p>The specific vocabulary the writer uses to convey meaning and enlighten the reader.</p> | <ul style="list-style-type: none"> → I consistently 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') → I consistently use adjectives to persuade (e.g. dangerous behaviour) → I consistently use a wide range of verbs in order to express greater detail, (including simple modal verbs as well as thinking, feeling and perceiving verbs to represent inner processes and saying verbs to represent interactions) → I consistently use adverbials to present more surrounding details for time, place, manner and reason → I can incorporate new vocabulary from a range of sources, including learnt topic words to add credibility to my writing → I consistently 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) |

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| | | <ul style="list-style-type: none"> → I consistently use some simple figurative language devices (e.g. simile) and creative wordplay (e.g. repetition and alliteration) to affect the reader → I can use vocabulary that is appropriate to my writing purpose and text type |
| <p>Week 7 - 11</p> | <p style="text-align: center;">Sentence Fluency The way words and phrases 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"> → 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 piece → I consistently use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations. → I consistently include complex sentences using conjunctions (eg: when, because) → I consistently use a variety sentence beginnings → I consistently use a variety of sentence structures with intention to enhance my writing |

Term 2 Curriculum Overview: Social & Emotional Learning

Year 4

| | Essential Learning | Learning Targets |
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| Weeks 1-11 | Topic 3: Positive Coping | <ul style="list-style-type: none"> → I can explain the consequences of emotional responses in a range of social situations → I can recognise personal strengths and challenges and identify skills I would like to develop → I can discuss the value of diverse perspectives and can demonstrate respect for a diverse range of people and groups → I can describe factors that contribute to positive relationships with peers, other people at school and in the community → I can identify a range of conflict resolution strategies to negotiate positive outcomes to problems → I can apply strategies for working cooperatively and apply rules fairly. I can select and demonstrate strategies that help me stay safe, healthy and active at home, at school and in the community |
| | Topic 4: Problem Solving | <ul style="list-style-type: none"> → I can explain the consequences of emotional responses in a range of social situations → I can recognise personal strengths and challenges and identify skills I would like to develop → I can suggest strategies for coping with difficult situations → I can persist with tasks when faced with challenges and adapt my approach when first attempts are not successful → I can describe factors that contribute to positive relationships with peers, other people at school, and in the community → I can explain characteristics of cooperative behaviours and can use criteria to identify evidence of this in group activities → I can identify a range of conflict resolution strategies to negotiate positive outcomes to problems → I can recognise strategies for managing change → I can examine influences that strengthen identities → I can investigate how emotional responses vary and how to interact positively with others in different situations including in physical activities → I can apply strategies for working cooperatively and apply rules fairly. I can select and demonstrate strategies that help me stay safe, healthy and active at home, at school and in the community |
| | Topic 5: Stress Management | <ul style="list-style-type: none"> → I can explain the consequences of emotional responses in a range of social situations → I can recognise personal strengths and challenges and identify skills I would like to develop → I can suggest strategies for coping with difficult situations → I can persist with tasks when faced with challenges and adapt my approach when first attempts are not successful → I can discuss the value of diverse perspectives and through my interactions demonstrate respect for a diverse range of people and groups → I can explain characteristics of cooperative behaviours and use criteria to identify evidence of this in group activities → I can examine influences that strengthen identities. → I can investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities |

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| | | <p>→ I can apply strategies for working cooperatively and apply rules fairly. I can select and demonstrate strategies that help me stay safe, healthy and active at home, at school, and in the community</p> |
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