

Term 3 Curriculum Overview

Year 4

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 July 15	Decimal Place Value Measuring	Comprehension Reading Process Fluency	Conventions: Grammar and Punctuation Sentence Fluency Presentation Conventions	<p style="text-align: center;"><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: Inclusion Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Welcoming others ● Cooperate ● Support others ● Be an upstander ● Celebrating Strengths and differences <p style="text-align: center;"><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 6: Help Seeking</p> <p>Topic 7: Gender and Identity</p> <p>Topic 8: Positive Gender Relations</p>	<p>Heat can be produced in many ways and can move from one object to another. Adding or removing heat can cause a change of state between solid and liquid.</p> <p><i>I understand that change of state between solid and liquid can be caused by adding or removing heat.</i></p> <p><i>I understand that natural and processed materials have a range of physical properties; these properties can influence their use.</i></p> <p><i>I understand that heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object.</i></p> <p><i>I understand that forces can be exerted by one object on another through direct contact or from a distance.</i></p> <p><i>I can reflect on an investigation, and compare results with predictions, suggesting possible reasons for findings.</i></p>
Week 2 July 22	Decimal Place Value Measuring	Comprehension Reading Process Fluency	Conventions: Grammar and Punctuation Sentence Fluency Presentation Conventions		
Week 3 July 29	Decimal Place Value Measuring	Comprehension Reading Process Fluency	Conventions: Grammar and Punctuation Sentence Fluency Presentation Conventions		
Week 4 August 5	Odd and Even Numbers Time	Comprehension Reading Process Fluency	Conventions: Grammar and Punctuation Sentence Fluency Presentation Conventions		
Week 5 August 12	Odd and Even Numbers Time	Comprehension Reading Process Fluency	Conventions: Grammar and Punctuation Presentation Conventions		
Week 6 August 19	Unknown Quantities/Equivalence Time	Comprehension Reading Process Fluency	Conventions: Grammar and Punctuation Presentation Conventions		
Week 7 August 26	Unknown Quantities/Equivalence Time	Comprehension Reading Process Fluency	Conventions: Grammar and Punctuation Voice Presentation Conventions		
Week 8 September 2	Multiplication and Division Data and Statistics	Comprehension Reading Process Fluency	Voice Presentation Conventions		
Week 9 September 9	Multiplication and Division Data and Statistics	Comprehension Reading Process Fluency	Voice Presentation Conventions		
Week 10 September 16	Multiplication and Division Data and Statistics	Comprehension Reading Process Fluency	Voice Presentation Conventions		

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 3 Curriculum Overview: Mathematics

Year 4

	Essential Learning	Learning Targets
Week 1 - 3	<p>Decimal Place Value Students can recognise that the place value system extends to tenths and hundredths.</p>	<ul style="list-style-type: none"> → I can read decimal numbers → I can write decimal numbers → I can compare the value of two decimal numbers → I can explain how the base 10 system applies to decimal numbers → I can make connections between the fraction and decimal representations of tenths and hundredths
Week 1 - 3	<p>Measuring Students can use scaled instruments to measure the length, angle, area, mass, capacity and temperature of shapes and objects and compare the area of regular and irregular shapes.</p>	<ul style="list-style-type: none"> → I can read scaled instruments, and interpret the result to measure, order and compare: length, mass, capacity and temperature → I can compare the area of a range of regular shapes informally, using familiar metric units → I can compare the area of irregular shapes informally, using familiar metric units → I can use familiar metric units to compare the volume of objects
Week 4 - 5	<p>Odd and Even Numbers Students can investigate and use the properties of odd and even numbers.</p>	<ul style="list-style-type: none"> → I can describe the effects of operations on odd and even numbers (what happens when odd x odd, even x even, odd x even) → I can predict the solution to problems, using my understanding of odd and even numbers
Week 4 - 7	<p>Time Students can convert between units of time and solve time duration problems.</p>	<ul style="list-style-type: none"> → I can explain am and pm notation → I can convert between units of time → I can solve time duration problems that involve am and pm notation, and converting between units of time
Week 6 - 7	<p>Unknown Quantities/Equivalence Students can identify unknown quantities in number sentences.</p>	<ul style="list-style-type: none"> → I can explain the use of the = symbol to identify equal value → I can create equivalent number sentences → I can use addition and subtraction to solve problems involving unknown quantities → I can use equivalent number sentences involving addition and subtraction to find an unknown
Week 8 - 10	<p>Multiplication and Division Students can solve a variety of multiplication and division problems and 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 10x10 → I can use multiplication facts to recall related division facts → I can solve a variety of problems, using a range of multiplication strategies → I can solve a variety of problems, using a range of division strategies (where there is no remainder) → I can use estimation to make a reasonable prediction when solving problems involving multiplication and division
Week 8 - 10	<p>Data and Statistics Students can construct data displays and evaluate the effectiveness of different data displays and data collection methods.</p>	<ul style="list-style-type: none"> → I can construct a suitable data display from a given set of raw data → I can construct a data display where one picture represents multiple data values (for given or collected data) → I can select and trial different methods for collecting data and evaluate their effectiveness → I can evaluate the effectiveness of different data displays to best represent particular data sets

Term 3 Curriculum Overview: Reading

Year 4

	Essential Learning	Learning Targets
Week 1 - 10	<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 - 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 1 - 10	<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 3 Curriculum Overview: Writing

Year 4

	Essential Learning	Learning Targets
Week 1 - 10	<p style="text-align: center;">Spelling</p> <p>Students make use of their increasing knowledge of phonics.</p> <p>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 - 10	<p style="text-align: center;">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 - 7	<p style="text-align: center;">Conventions: Grammar and Punctuation</p>	<ul style="list-style-type: none"> → I am beginning to use apostrophes for regular single possessives → I consistently 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. → I can consistently write accurate compound and complex sentences, and maintain subject-verb agreement in simple and compound sentences → I am beginning to punctuate headings correctly, following the conventions of capital letter usage. → I am beginning to identify and experiment with the use of quotation marks to signal dialogue, titles and quoted (direct) speech
Week 7 - 10	<p style="text-align: center;">Voice</p> <p>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"> → I can write for a widening range of familiar and unfamiliar audiences → I can explain ideas for a range of different audiences → I understand how to express an opinion based on information in a text. → My writing shows an awareness of my audience but uses obvious generalities → I am beginning to make choices that truly intrigue, delight, or move the reader. → My writing communicates in an earnest, pleasing, yet safe manner