

Term 4 Curriculum Overview

Year 4

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 October 7	Multiplication and Division Data and Statistics	Text Preferences and Viewpoints Comprehension Reading Process Fluency	Presentation Conventions	<p style="text-align: center;"><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p style="text-align: center;">Value focus: <i>Respect</i></p> <p style="text-align: center;">Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be courteous ● Be fair ● Take care of the environment ● Take care of self and others ● Take care of equipment ● Revision <p style="text-align: center;"><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p style="text-align: center;"><i>Topic 8: Positive gender-relations</i></p>	<p>Digital and Technological solutions are designed to meet the needs of communities and environments.</p> <p>I can recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs.</p> <p>I can explain how student-developed solutions and existing information systems meet common personal, school or community needs.</p> <p>I can individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols.</p> <p>I can define simple problems, and describe and follow a sequence of steps and decisions needed to solve them.</p> <p>I can plan a sequence of production steps when making designed solutions.</p>
Week 2 October 14	Multiplication and Division Data and Statistics	Text Preferences and Viewpoints Comprehension Reading Process Fluency	Presentation Conventions		
Week 3 October 21	Multiplication and Division Multiplication Facts	Text Preferences and Viewpoints Comprehension Reading Process Fluency	Presentation Conventions		
Week 4 October 28	Multiplication and Division Multiplication Facts	Text Preferences and Viewpoints Comprehension Reading Process Fluency	Presentation Conventions		
Week 5 November 4	Multiplication and Division Multiplication Facts	Text Preferences and Viewpoints Comprehension Reading Process Fluency	Presentation Conventions		
Week 6 November 11	Revision - TBC	Text Preferences and Viewpoints Comprehension Reading Process Fluency	Presentation Conventions		
Week 7 November 18	Revision - TBC	Text Preferences and Viewpoints Comprehension Reading Process Fluency	Presentation Conventions Revision - TBC		
Week 8 November 25	<p><i>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</i></p>		Presentation Conventions Revision - TBC		
Week 9 December 2			Presentation Conventions Revision - TBC		
Week 10 December 9			Presentation Conventions Revision - TBC		
Week 11 December 16			Presentation Conventions Revision - TBC		

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	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.	<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 1 - 2	Data and Statistics Students can construct data displays and evaluate the effectiveness of different data displays and data collection methods.	<ul style="list-style-type: none">→ I can evaluate the effectiveness of different data displays to best represent particular data sets→ I can select and trial different methods for collecting data and evaluate their effectiveness→ I can construct a data display where one picture represents multiple data values (for given or collected data)→ I can construct a suitable data display from a given set of raw data
Week 3 - 5	Multiplication Facts Students recall multiplication facts to 10 x 10 and related division facts.	<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

Term 4 Curriculum Overview: Reading

Year 4

	Essential Learning	Learning Targets
Week 1 - 7	<p>Text Preferences and Viewpoints I can express preferences for particular types of texts, and respond to others' viewpoints.</p>	<ul style="list-style-type: none"> → I can consider and respond to others' viewpoints by adding more information or offering an alternative view. → I can express and justify my preference for a text type. → I can identify the craft that authors and illustrators use to engage the reader.
Week 1 - 11	<p>Comprehension 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>Reading Process 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 - 11	<p>Fluency 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 4 Curriculum Overview: Writing

Year 4

	Essential Learning	Learning Targets
Week 1 - 11	<p>Conventions: Spelling 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 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.