

Term 4 Curriculum Overview

Year 4

	Mathematics	Reading	Writing	Concept
Week 1 Oct 2	Multiplication and Division Measurement Data	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Voice Word Choice	<p><i>The influence of various cultures from before European colonisation to the current day (place, symbols, emblems, significant days).</i></p> <p>I understand the role that people of diverse backgrounds have played in the development and character of the local community and/or other societies. (VCHHK074)</p> <p>A significant example of change and a significant example of continuity over time in the local community, region or state/territory (VCHHK073)</p> <p>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. (VCGGK084)</p> <p>I can describe the significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area. (VCHHK072)</p> <p>I can describe the significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems. (VCHHK076)</p> <p>I can describe the significance of Australian celebrations, symbols and emblems. (VCHHC071)</p>
Week 2 Oct 9	Multiplication and Division Measurement Data	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Conventions - Spelling Ideas Word Choice	
Week 3 Oct 16	Unknown Quantities Number Sequences Measurement Data	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Conventions - Spelling Ideas Word Choice	
Week 4 Oct 23	Number Sequences Measurement Data	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Ideas Word Choice Organisation	
Week 5 Oct 30	Number Sequences Measurement Time	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Organisation Sentence Fluency Presentation Conventions - G&P	
Week 6 Nov 6	Number Sequences Measurement Time	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Sentence Fluency Presentation Conventions - G&P	
Week 7 Nov 13	Number Sequences Measurement Time	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Sentence Fluency Presentation Conventions - G&P	
Week 8 Nov 20	Odd and Even Shape Time	Reading Process Fluency Comprehension Text Preferences & Viewpoints	Sentence Fluency Conventions - G&P	
Week 9 Nov 27	Shape Time Data	Reading Process Fluency Comprehension Text Preferences & Viewpoints	<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>	
Week 10 Dec 4	Chance and Probability	Reading Process Fluency Comprehension Text Preferences & Viewpoints	<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>	
Week 11 Dec 11	<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>	Reading Process Fluency Comprehension Text Preferences & Viewpoints	<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>	

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 1-2	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 use estimation to make a reasonable prediction when solving problems involving multiplication and division. → I can solve a variety of problems, using a range of division strategies (where there is no remainder). → I can solve a variety of problems, using a range of multiplication strategies. → I can use multiplication facts to recall related division facts. → I can recall multiplication facts up to 10x10.
Week 1-5	Measurement 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.	<ul style="list-style-type: none"> → I can use familiar metric units to compare the volume of objects. → I can compare the area of irregular shapes informally, using familiar metric units. → I can compare the area of a range of regular shapes informally, using familiar metric units. → I can read scaled instruments, and interpret the result to measure, order and compare: length, mass, capacity and temperature.
Week 1-4	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	Unknown Quantities Students can identify unknown quantities in number sentences.	<ul style="list-style-type: none"> → I can use equivalent number sentences involving addition and subtraction to find an unknown. → I can use addition and subtraction to solve problems involving unknown quantities. → I can create equivalent number sentences. → I can explain the use of the = symbol to identify equal value.
Week 4-7	Number Sequences Students can continue and create numbers sequences resulting from performing addition and subtraction and explore number patterns involving multiplication.	<ul style="list-style-type: none"> → I can investigate and describe number patterns involving multiplication. → I can continue and create number sequences by adding or subtracting numbers up to 10, and describe the resulting pattern. → I can investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9.
Week 5-9	Time Students can convert between units of time and solve time duration problems.	<ul style="list-style-type: none"> → I can solve time duration problems that involve am and pm notation, and converting between units of time. → I can convert between units of time. → I can explain am and pm notation.
Week 8-9	Shape Students can compare and describe two dimensional shapes and create symmetrical shapes and patterns.	<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. → I can identify, compare and describe <u>regular 2D shapes</u> 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 8	<p>Odd & Even</p> <p>Students can investigate and use the properties of odd and even numbers.</p>	<ul style="list-style-type: none"> → I can predict the solution to problems, using my understanding of odd and even numbers. → I can describe the effects of operations on odd and even numbers (what happens when odd x odd, even x even, odd x even).
Week 10	<p>Chance & Probability</p> <p>Students can identify dependent and independent events and order events according to their chance of occurring.</p>	<ul style="list-style-type: none"> → I can identify whether an everyday event, game or experiment is independent or dependent. → I can explain the difference between independent and dependent events. → I can order familiar events from 'least likely' to 'most likely', justifying my choices. → I understand that the likelihood of any event must lie between impossible (no chance) and certain.

Term 4 Curriculum Overview: Reading

Year 4

	Essential Learning	Learning Targets
Week 1-12	<p>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"> → I can demonstrate the skills for a levelled text (level 26) for fiction and non-fiction texts. → I can make and monitor predictions → I can make meaningful connections → I can determine the important information in a text. → I can summarise a text → I can synthesise as I read → I can make inferences based on prior knowledge and text clues → I can ask questions as I read → I can use visualisation to construct an image of what I read
Week 1-12	<p>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"> → I can read with appropriate emphasis (stress and volume). → I can use intonation based on punctuation. → I can use phrasing based on punctuation. → I can read at an appropriate rate. → I can self correct errors when noticed.
Week 1-12	<p>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"> → I can use the context to create meaning. E.g. to substitute an unknown word. → I can integrate the MSV strategies to make meaning and bring understanding to the text. → I can integrate the MSV strategies to solve new words.
Week 1-12	<p>Text Preferences and Viewpoints</p> <p>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.

Term 4 Curriculum Overview: Writing

Year 4

	Essential Learning	Learning Targets
Week 2-4	<p>Ideas</p> <p>The piece's content – its central message and details that support that message.</p>	<ul style="list-style-type: none"> → I can draw inspiration from my own experiences and imagination when creating my ideas → I can write for a widening range of audiences and shape my ideas to suit → I can consistently write across a broader range of subjects/learning area purposes when writing to persuade → I can consistently write across a broader range of subjects/learning area purposes when writing to inform → I can write with greater attention to developing storyline, character and settings, when writing to entertain → I can consistently write across a broader range of subjects/learning area purposes when writing imaginatively/to entertain
Week 1-4	<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 can use vocabulary that is appropriate to my writing purpose and text type → 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 → I consistently use adjectives in complex noun groups to create more accurate description → I consistently use adjectives to persuade (e.g. dangerous behaviour) → I consistently use a wide range of verbs in order to express greater detail e.g. tiptoed instead of walked → I consistently use adverbials to present more surrounding details for time, place, manner and reason → I consistently use some simple figurative language devices (e.g. simile) and creative wordplay (e.g. repetition and alliteration) to affect the reader
Week 1	<p>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"> → My writing communicates in an earnest, pleasing, yet safe manner → I am beginning to make choices that truly intrigue, delight, or move the reader. → My writing shows an awareness of my audience but uses obvious generalities → I understand how to express an opinion based on information in a text. → I can explain ideas for a range of different audiences → I can write for a widening range of familiar and unfamiliar audiences
Week 1-9	<p>Conventions - Spelling</p> <p>When writing, students demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> → I can spell a range of words with less common letter groupings (mountain) or that do not include common phonic patterns → I can use my knowledge of prefixes and suffixes to spell less common words (triangle, disagree) → 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 less common homophones using meaning and context to identify the correct spelling (site, sight, to, two, too) → I can reread and edit my writing for spelling accuracy
Week 5-9	<p>Conventions - Grammar and Punctuation</p> <p>When writing, students demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation.</p> <p>They edit their work for cohesive structure</p>	<ul style="list-style-type: none"> → I can reread and edit my writing for punctuation and grammatical accuracy → 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

	and meaning.	<ul style="list-style-type: none"> → 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 4-5	<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 can re-read and edit my writing to improve the way in which its organisation and structure supports my reader → I can organise information, arguments or events into a sequence with a natural conclusion → I consistently include structural features that are appropriate to the type of text or task → I consistently use well-structured paragraphs with topic sentences, to support my reader → 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.
Week 5-8	<p>Sentence Fluency</p> <p>The way words and phrases flow through the piece. We 'read' for it 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. → 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 of sentence beginnings. → I consistently use a variety of sentence structures with intention to enhance my writing.
Week 5-7	<p>Presentation</p> <p>The physical appearance of the piece.</p>	<ul style="list-style-type: none"> → I use joined letters that are accurately formed and of consistent size with increased fluency and automaticity → I am beginning to show control and consideration over how I select, and where I place visual, audio and print elements → I can use a range of digital applications to compose, edit and publish texts, identifying most appropriate applications independently