

Term 3 Curriculum Overview

Year 4

	Mathematics	Reading	Writing	Concept
Week 1 Jul 10	Addition and Subtraction Money Multiplication and Division	Structure and Purpose Comprehension Fluency Reading Process	Voice Conventions - Spelling	<i>There are similarities and differences between places. Vegetation and Native animals differ in different places.</i>
Week 2 Jul 17	Addition and Subtraction Money Multiplication and Division Measurement	Structure and Purpose Comprehension Fluency Reading Process	Voice Conventions - Spelling Conventions - Grammar and Punctuation	
Week 3 Jul 24	Addition and Subtraction Money Multiplication and Division Measurement	Structure and Purpose Comprehension Fluency Reading Process	Voice Conventions - Spelling Organisation	
Week 4 Jul 31	Multiplication and Division Unknown Quantities	Structure and Purpose Comprehension Fluency Reading Process	Conventions - Spelling Word Choice Organisation	I can identify and describe the characteristics of places in different locations at a range of scales.
Week 5 Aug 7	Multiplication and Division Data and Statistics	Structure and Purpose Comprehension Fluency Reading Process	Presentation Conventions - Grammar and Punctuation Conventions - Spelling	I can represent Australia as states and territories, and Australia's major natural and human characteristics and locate Australia's neighbouring countries.
Week 6 Aug 14	Multiplication and Division Data and Statistics	<i>Text Preferences and Viewpoints</i> Comprehension Fluency Reading Process	Voice Presentation Conventions - Spelling Sentence Fluency	I can identify the types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected.
Week 7 Aug 21	Multiplication and Division Measurement	<i>Text Preferences and Viewpoints</i> Comprehension Fluency Reading Process	Voice Conventions - Spelling Conventions - Grammar and Punctuation Organisation	I can represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point.
Week 8 Aug 28	Multiplication and Division Measurement	<i>Text Preferences and Viewpoints</i> Comprehension Fluency Reading Process	Conventions - Spelling Conventions - Grammar and Punctuation Word Choice	
Week 9 Sep 4	Multiplication and Division Data and Statistics	<i>Text Preferences and Viewpoints</i> Comprehension Fluency Reading Process	Conventions - Spelling Conventions - Grammar and Punctuation Sentence Fluency Presentation	
Week10 Sep 11	Multiplication and Division Data and Statistics Unknown Quantities Number Sequences	<i>Text Preferences and Viewpoints</i> Comprehension Fluency Reading Process	Conventions - Spelling Conventions - Grammar and Punctuation 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.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 3 Curriculum Overview: Mathematics

Year 4

	Essential Learning	Learning Targets
Week 1-10	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 1-3	Money Students can solve purchasing problems and calculate change to the nearest five cents.	<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.
	Addition and Subtraction Students solve simple addition and subtraction problems where renaming is required using a range of strategies.	<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 2-3 & 7-8	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 4 & 10	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 5-6 & 9-10	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

Term 3 Curriculum Overview: Reading

Year 4

	Essential Learning	Learning Targets
Week 1-5	<p>Structure and Purpose 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 1-10	<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"> → 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
	<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"> → 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.
	<p>Reading Process 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 6-10	<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.

Term 3 Curriculum Overview: Writing

Year 4

	Essential Learning	Learning Targets
Week 1-3 & 6-7	<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 1-4	<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 2	<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 and meaning.</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 → 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 3	<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 5-6	<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