

# YEAR 4 Curriculum Overview Term 4 2025





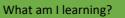






# PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility





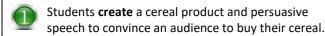


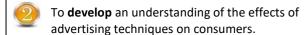
Why am I learning this?

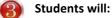


How will I know that I have learnt it?

#### **ENGLISH**

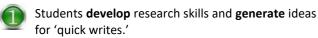


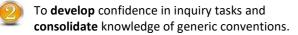




- **Design** a cereal product
- Plan, write and present a persuasive speech to their class
- **Listen** to presentations and **share** key details
- Read and comprehend text features used in advertising material to persuade individuals.

#### **LIBRARY** (Specialist Teacher)





#### Students will:

- Identify suitable texts for researching endangered animals
- Write quick responses to stimulus, using the appropriate planning template.

#### **THE ARTS** – MUSIC (Specialist Teacher)

Students collaborate to arrange and compose sound, silence, tempo and volume in music.

To **learn** about and **appreciate** how music is composed.

# Students will:

- Identify different musical elements by listening and responding
- Use a range of instruments to make music with a small group of peers.

#### **MATHEMATICS**

Students **develop** knowledge within the number, measurement and statistics strands of the Australian Curriculum.



To **understand** how to apply maths skills and concepts in their everyday lives.



#### Students will:

- Use mathematical modelling to solve financial and other practical problems
- Formulate problems using number sentences
- **Solve** problems choosing efficient strategies and **interpret** results in terms of the situation
- Choose rounding and estimation strategies to determine reasonableness of calculations
- Use scaled instruments and appropriate units to measure mass, capacity and temperature
- Convert between units of time when solving problems involving duration
- Create many-to-one data displays, assessing the suitability of displays and discussing shapes of distributions and variation in data
- Use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context.

PHYSICAL EDUCATION (Specialist Teacher)

**Perform** counter-balance moves with a partner

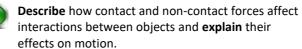
Collaborate to create group balances.

Students develop gymnastics skills.

Students will:

To **improve** balance and coordination.

#### SCIENCE





To **understand** that some forces, like gravity and magnetism, are invisible but still affect how objects move.



#### Students will:

- Identify examples of contact forces (e.g., push, pull, friction) and non-contact forces (e.g., gravity, magnetism)
- Describe the difference between contact and non-contact forces
- Investigate how friction changes the motion of an object across different surfaces
- Record and represent observations using tables or simple graphs
- Explain patterns in the data to show how forces affect motion.

#### HEALTH



Students **identify** personal strengths and characteristics that align with leadership qualities. They **identify** and apply skills and strategies to **interact** respectfully with others.



To **understand** how they can be active and informed community members and **communicate** their strengths with others.



## Students will:

- Identify personal strengths
- Make connections between leadership qualities and their own strengths
- Self-reflect and set goals for continuous improvement
- Analyse and apply effective communication strategies.

## **HUMANITIES AND SOCIAL SCIENCES**



Students **demonstrate** understanding of location and characteristics of place at a national scale and **represent** and **interpret** data.



To **understand** how to be active participants in society, able to read maps, and represent and interpret data related to a geographic place.



#### Students will:

- Pose and investigate questions about endangered animals
- Use stimulus to describe and compare characteristics of places (Tanzania & Brazil)
- Use rainfall data to create a column graph
- Describe distribution of vegetation and people in Egypt
- Compare the similarities and differences between the Daintree Rainforest and the Amazon Rainforest.

### **LANGUAGES** – ITALIAN (Specialist Teacher)



Students continue to **use** Italian language to discuss food, eating habits and mealtimes.



To **demonstrate** understanding around how the Italian language is connected with culture and **identify** how this is reflected other language(s) and culture(s).



#### Students will:

- Name meal times
- Name traditional Italian food
- Compare food and eating habits in Italy with Australian and other Countries.

#### **SPECIAL EVENTS**

- Public Holiday (King's Birthday) 6 October
- Zeno Sworder Author Visit 27 October
- JS Book Fair & Arts Jam 7 November
- Character Builders Incursion 4 November
- Lingo Fest 12 November
- Yr 3-5 Swimming Carnival 24 November
- Volunteer's Breakfast TBC
- Trackdance Performance 3 December
- Free Dress Day & Christmas Appeal 5 December
- Prep Year 5 Reports emailed 10 December