

Term 4 Year 4 Curriculum Snapshot

Our vision is for all students to be:

- successful learners;
- confident and creative individuals;
- independent, self-directed
- active and informed citizens.

Our values:

- Be a Learner
- Be Respectful
- Be Safe



We believe that all students can learn and achieve. Student learning occurs when;

- learning is inclusive, integrated, engaging, relevant and purposeful;
- language is developed and consistent across the curriculum;
- learning experiences are challenging to develop critical and creative thinkers;
- data is used to inform teaching and planning;
- differences are recognised and valued; and
- a safe and supportive learning environment is provided.

Our School Priority

A school wide improvement in writing including teacher knowledge, student performance and moderation.

English Exploring Recounts Set in the Past

In this unit students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation.

Assessment tasks - Comprehending Historical Recounts - Students read historical recounts, answer comprehension questions and identify language features used to engage the audience.

Spoken presentation - Students deliver a spoken recount in role as a character from a particular historical context.

Science Beneath Our Feet

In this unit, students explore how natural processes and human activity shape their surroundings. Students' understanding of soils, rocks and landscapes and how they change over time is developed through hands-on activities and student-planned investigations. Students also investigate factors that affect the erosion of soils.

Assessment Task - Students describe the natural processes and human activity that cause changes to Earth's surface. They plan and conduct an investigation of the erosion process and formulate control strategies in real-life situations.

Health and Physical Education (HPE) Health Channels and Over the Net

Health - In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.

Assessment Collection of Work—Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.

Physical Education - In this unit, students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.

Assessment task - Students perform specialised tennis skills. They combine movement concepts and strategies during games to open up space on the court to win points or gain control during rallies. Students demonstrate fair play and skills to work collaboratively during tennis activities and games.

Technologies What Digital Systems do you use?

Digital Technologies— In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language.

Assessment Portfolio—Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.

Mathematics

Number and place value - calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers.

Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths).

Money and financial mathematics - calculate change to the nearest five cents, solve problems involving purchases.

Patterns and algebra - use equivalent multiplication and division number sentences to find unknown quantities.

Using units of measurement - use am and pm notation, solve simple time problems.

Shape - measure area of shapes, compare the areas of regular and irregular shapes by informal means.

Data representation and interpretation - write questions to collect data, collect and record data, display and interpret data.

Assessment tasks - Analysing data Connecting decimals and fractions Solving purchasing problems

Humanities and Social Sciences (HASS) People and Places

Students will explore the characteristics of places from the local to national scale, and how and why places are similar and different.

Assessment task - Students investigate and compare the diverse characteristics of two places in Queensland and how people connect with these places.

The Arts (Mrs Greer) Tiny Worlds

Visual Arts— In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.

Assessment collection of work— Students explore human connections to real and imagined environments as inspiration for constructing mixed-media artworks.

High Expectations- These four questions guide our intentional approach to improving the progress of students.

How are our students doing?

How do we know?

What are we doing to improve students' learning?

How do we know when it's working?