



# Curriculum Overview

## Year 4 -Term 4, 2025

### Religion

#### **Baptism**

- People belong and participate in communities
- People participate in the Church through the Sacraments
- The Church celebrates the Rite of Baptism
- Water is an important element in the Rite of Baptism
- The baptised person receives the gifts of faith, hope and charity

#### **Advent/Christmas**

- People experience seasons
- The Church celebrates liturgical seasons
- Liturgical seasons are symbolised by different colours
- Advent is a season of renewal

### English

#### **Reading & Viewing:**

- Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

#### **Writing & Creating:**

- Identify characteristic features used in procedural and poetry text types to meet the purpose of the text (ACELY1690)
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

#### **Speaking & Listening:**

- Students listen for and share key points in discussions.
- Students understand how to express an opinion based on information in a text.

#### **Spelling, Grammar and Vocabulary**

- Soundwaves Unit 31 – 36 continues to incorporate phonemic awareness, synthetic phonics, morphology and etymology.
- Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) and investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494).
- Students select vocabulary from a range of resources to add detail to their writing.



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### Mathematics

#### Number & Algebra:

- Recall multiplication facts up to  $10 \times 10$  and related division facts (ACMNA075)
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)
- Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)

#### Measurement & Geometry:

##### Location and Transformation

- Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)
- Create symmetrical patterns, pictures and shapes, with and without digital technologies (ACMMG091)

#### Statistics & Probability:

##### Chance

- Describe possible everyday events and order their chances of occurring (ACMSP092)
- Identify everyday events where one cannot happen if the other happens (ACMSP093)
- Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)

##### Data Representation and Interpretation

- Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)
- Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)



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### HaSS

#### Geography:

The Earth's environment sustains all life

- The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia (ACHASSK087)
- The importance of environments to animals and people, and different views on how they can be protected (ACHASSK088)
- Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHASSK089)
- The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably (ACHASSK090):

### Technology

#### Knowledge and Understanding

##### Content Descriptors:

- Representation of data: Data can be represented in different ways.
- Digital systems: Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data.

##### Summary:

Students explore how data is represented through symbols, emojis, braille, images, audio, and video formats. They examine the evolution of emojis, how digital systems encode information, and how different file types are stored on various storage devices and the cloud. They develop an understanding of digital systems and peripheral devices for data storage and transmission.

### Science

The Year Four students will investigate everyday materials and their uses.

- Students will test out the absorbency of materials.
- The students will learn what happens to materials when they are composted.
- Students will investigate the different materials used in the construction of everyday bags.
- To conclude the topic the students will consider a materials scenario and design an outfit using their knowledge about materials and their properties.



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### Health

In Term 4, students will be investigating ways in which health information and messages can influence health decisions and behaviors', particularly through advertising and the media. We will continue discussing safety strategies for the home and school environments. Children will also be learning about healthier food choices and the natural environment to promote wellbeing.

### Japanese

Year 4 will continue their unit on a sumo's daily routine. They will learn about significant aspects of sumo culture and will continue to learn grammar and vocabulary to describe in detail the daily routine of a sumo wrestler, through which they will review telling time and vocabulary related to daily activities. They will also engage in traditional activities such as origami paper sumo and sumo hand-print signatures. By the end of the term, students will complete a listening/reading test and will create a manga depicting a sumo's wrestlers daily routine.

### Sport

In Term 4, Year 4 students are further developing their teamwork, strategy, and ball-handling skills through *Basketball* and *Netball*. In basketball, students are focusing on improving their dribbling control, accurate passing, and shooting technique while learning to apply defensive and offensive strategies in small-sided games. They are encouraged to think tactically, move into space, and communicate effectively with teammates.

### Arts

#### Visual Art

This term, students will study the art of Peter Diem, drawing inspiration from his work to create their own cow artworks. They will focus on using line, shape, colour and texture to enhance their artwork. Following this, the class will begin a Christmas art project.

#### Performing Arts

**DRAMA** - This term, students will apply their knowledge and understanding of the elements of Drama, thorough a group project. The children will collaborate with their peers to rehearse and perform a simple act using puppets. Students will take on feedback to enhance and further their performing skills. The children will respond to their own behaviour and choices during rehearsals and performances.