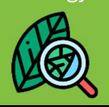
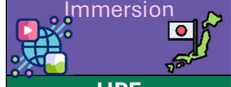
Year 4 – Term 3 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students engage with a variety of texts to explore how arguments are constructed and communicated. They read, view and comprehend increasingly complex texts, examining text structures, language features and cohesive devices used to connect and sequence ideas. Students learn to distinguish between subjective language that expresses opinions and feelings and objective language that presents facts. Through speaking, listening, reading and writing activities, they investigate persuasive techniques and develop their ability to build and present arguments. Students create persuasive texts and oral presentations that use evidence, reasoning and effective features of voice to influence an audience.	Students will be assessed on their ability to present a well-organised spoken argument that informs and persuades an audience about the importance of protecting Downfall Creek. They will share and extend ideas, opinions and information using relevant details and elaborated reasons drawn from their learning and research. Students will use persuasive text structures, including clear introductions, supporting arguments and conclusions, with text connectives to link ideas cohesively. They will demonstrate effective use of language features such as topic-specific vocabulary, subjective and objective language, and persuasive language features, such as emotive language, repetition and rhetorical questions. Students will also use appropriate tone, pace, pitch and volume to engage their audience, while demonstrating active listening, discussion skills and the ability to respond to and build on the ideas of others.
Mathematics 	In Mathematics, students develop their understanding of number, measurement and geometry through practical investigations and problem-solving. They explore fractions and decimals, including equivalent fractions, mixed numerals and the connections between fractions and decimal notation. Students apply place value knowledge to multiply and divide numbers by multiples of 10 and represent numbers using tenths and hundredths. They measure and compare length, mass, capacity, temperature and duration using scaled and digital instruments, and investigate perimeter and area using formal and informal units. Students also estimate, compare and classify angles, developing their understanding of how angles relate to a right angle and using appropriate mathematical language to communicate their reasoning.	Students will be assessed on their ability to estimate, compare and classify angles using appropriate angle names and by describing their relationship to a right angle. They will measure and approximate the perimeter and area of shapes using efficient strategies and explain their mathematical reasoning. Students will use scaled instruments and appropriate units to measure and compare length, mass, capacity and temperature, including interpreting measurements that contain partial and unmarked units. They will also demonstrate an understanding of fractions, decimals and place value by representing, comparing and locating fractions on number lines, identifying equivalent fractions, connecting fractions to decimal notation, and using place value knowledge to multiply and divide numbers by multiples of 10. Students will communicate their thinking clearly using appropriate mathematical language, calculations and representations.
Science Biology 	In Science, students investigate how living things depend on one another within ecosystems. They explore the roles of producers, consumers and decomposers, and learn how food chains represent feeding relationships and the transfer of energy between organisms. Students observe and classify living things, compare food chains from different habitats, and examine how changes to environments can affect ecosystem balance. Using tables, graphs and models, they identify patterns and relationships within ecosystems and consider the impacts of introduced species. Students also explore First Nations Australian perspectives on caring for the environment and communicate their scientific understanding using appropriate vocabulary, representations and digital tools.	Students will be assessed on their ability to identify and explain the roles of producers, consumers and decomposers within a habitat and describe how organisms are connected through food chains. They will construct and interpret food chains to represent feeding relationships and explain interactions between living things in ecosystems. Students will organise and represent data using tables, column graphs and visual models, and identify patterns and relationships, including the impact of introduced species on native populations. They will use evidence from data to draw conclusions, make predictions about future changes in ecosystems, and communicate their scientific ideas and findings clearly using appropriate diagrams, labels and scientific vocabulary.
HASS Geography 	In HASS Geography, students explore the importance of environments and how natural resources can be used and managed sustainably. They investigate different types of vegetation and examine how people interact with and depend on environments. Students learn how First Nations Australians use knowledge and practices to care for Country and manage resources sustainably. Through inquiry activities, they collect and organise information from a range of sources, explore environmental challenges, and consider actions that can support a more sustainable future.	Students will be assessed on their understanding of life in Australia before and after 1788, including the diverse experiences of First Nations Australians and the people of the First Fleet. They will explain the significant events and reasons behind Britain establishing a colony, such as the need for a penal settlement and the impact of the American War of Independence. Students will also describe the effects of colonisation, using historical sources to examine different perspectives. They will analyse information from multiple sources and use accurate historical vocabulary to present clear, well-reasoned explanations.
The Arts Music 	In Music, students develop their listening, singing and instrumental skills through learning, practising and performing a range of songs and musical pieces. They explore how the elements of music, such as pitch, rhythm, tempo and dynamics, can be manipulated to create different moods, ideas and expressive effects. Students rehearse and refine their performances, building confidence, accuracy and control when singing and playing from notation. They also experiment with creating simple musical ideas and compositions, using musical elements to communicate meaning. Throughout the unit, students perform individually and with others in informal settings, developing collaboration, performance and reflection skills.	Students will be assessed on their ability to perform a piece in simple triple time (¾) using their instrument, demonstrating listening skills, accurate rhythm and pitch, and an understanding of musical elements such as tempo, dynamics and phrasing. They will show control and expression by manipulating elements of music to create different effects, such as playing louder or softer, faster or slower, and shaping musical phrases appropriately. Students will perform music from notation and demonstrate confidence, accuracy and technique while playing as part of an informal performance.
The Arts Visual Arts 	In Visual Arts, students explore how artists use natural materials, colour, texture, pattern, shape and space to communicate ideas about connection to place. Through activities such as leaf rubbing, clay imprinting and stick weaving, they experiment with a range of visual arts processes, materials and techniques to create and refine artworks. Students investigate artworks by Aboriginal and Torres Strait Islander artists and consider how artists represent places that are important to them. They plan, create and share artworks inspired by their school and local environment, while developing visual arts vocabulary to describe, analyse and reflect on artistic choices, materials, techniques and the meanings communicated through artworks.	Students will be assessed on their ability to plan, create and share a visual artwork that communicates a personal connection to place using natural materials, visual conventions and visual arts processes. They will experiment with colour, pattern, texture, space and balance to create visual effects, documenting and reflecting on the choices they make during the artmaking process. Students will explain how materials and techniques contribute to meaning in their artwork and evaluate the effectiveness of their design choices. They will also respond to and compare artworks from different cultures, including Aboriginal and Torres Strait Islander artworks, describing similarities and differences in the ways artists use visual conventions, materials and processes to represent connection to place. Through self-reflection and discussion, students will explain the ideas, themes and meaning communicated in their artwork.
The Arts Media Arts **Japanese** Immersion 	In Media Arts, students explore how media artists use images, text, colour, sound, camera shots, layout and animation to communicate ideas and influence audiences. Through the study of age-appropriate Japanese anime, they investigate how media artworks create mood and meaning, represent places and cultures, and are produced for different purposes and audiences. Students analyse media artworks, experiment with photography, sound effects and animation techniques, and use digital technologies to plan, create and refine their own animated stories inspired by Japanese locations. Throughout the unit, students develop storytelling, technical and critical thinking skills while learning about responsible media practices, audience awareness and respectful cultural representation.	Students will be assessed on their ability to analyse and discuss media artworks by describing how media languages and technologies, such as colour, images, sound effects, shot types and animation, are used to create meaning and represent ideas, places and cultures. They will explain why media artworks are created for different audiences and purposes, including how Japanese anime communicates stories and cultural contexts. Students will plan, create and refine their own digital media artwork using appropriate media technologies and production processes to convey a mood or main idea. They will also demonstrate responsible media practices when sharing their work and explain how their creative choices, including layout, text, colour and sound, communicate meaning to an audience.
HPE Health 	In Health, students develop the knowledge and skills needed to stay safe, healthy and confident in a range of everyday situations. They explore respectful relationships, personal safety and wellbeing by learning to recognise safe, unsafe and unsure situations in both online and offline environments. Students practise protective behaviours, help-seeking strategies and respectful communication, including seeking, giving and denying permission when appropriate. They learn to identify trusted people and support networks, recognise physical, emotional and external warning signs, and make informed decisions to help keep themselves and others safe. Through discussions, role-plays and real-world scenarios, students build confidence in responding safely and respectfully to challenges they may encounter in their daily lives.	Students will be assessed on their ability to identify, describe and apply protective behaviours and help-seeking strategies that can keep themselves and others safe in a range of online and offline situations. They will recognise physical, emotional and external warning signs that may indicate an unsafe or uncomfortable situation, and explain how these signs can help people make safe choices. Students will demonstrate their understanding of when permission or consent is needed and describe respectful strategies for seeking, giving or denying permission. They will also explain the importance of reporting unsafe, inappropriate or harmful behaviour and how seeking help from trusted adults and support networks can contribute to personal safety and wellbeing.
HPE Movement 	In Health and Physical Education, students refine and apply fundamental movement skills through a variety of target games and ball activities. They develop accuracy, control and consistency when throwing, catching, aiming, striking and moving with objects in different game situations. Students explore how movement concepts such as effort, space, time, pathways and positioning can improve performance and increase scoring opportunities. They learn to adapt movement strategies, make decisions during gameplay, and evaluate the effectiveness of different approaches. Throughout the unit, students demonstrate fair play, inclusion and teamwork by applying rules, taking on a range of roles, and working cooperatively with others to achieve successful outcomes.	Students will be assessed on their ability to apply and refine fundamental movement skills and techniques in a range of target games and ball activities. They will demonstrate effective use of movement concepts such as effort, space, time, objects and people by adjusting their movement pathways, positioning and use of space to improve performance and game success. Students will adapt and evaluate strategies to create scoring opportunities, make effective decisions during play, and explain how their actions influence outcomes in different game situations. They will also demonstrate fair play, inclusion and teamwork by participating respectfully in a variety of roles, listening to others, cooperating with teammates and contributing positively to successful group outcomes.