

## Kedron State Schools Expectations

- Be Respectful**
- Be Responsible**
- Be Safe**
- Be a Learner**

<b>Choose your Attitude</b> 	<b>Quiet</b> 	<b>Be Organised</b> 	<b>Following Directions</b> 	<b>Getting Started</b> 
<b>Staying on Task</b> 	<b>Scan for Clues</b> 	<b>Ask for Help</b> 	<b>Completing Task</b> 	<b>Is this my Best Work?</b> 

# Year 4 of Year 4/3 Curriculum – Term 3, 2023

Classroom teachers – Bernadette Sheahan

## English

### Exploring a quest novel

#### *How to Train Your Dragon*

Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students will also write a short response explaining how the author represents the main character in an important event in the quest novel.

### Assessment

#### Written response

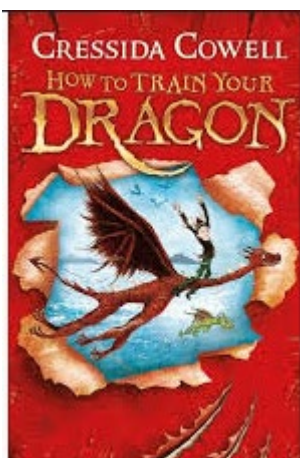
*Informative response – written*

Students explain how the author of a quest novel represents the main character in an important event.

#### Spoken presentation

*Imaginative response – oral*

Students deliver a spoken analytical report recount of an event from a quest novel.



## Maths

### Money and financial mathematics -

represent, calculate and round amounts of money required for purchases and change.

**Number and place value** - interpret number representations; sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division; develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.

**Fractions and decimals** - partition to create fraction families; identify, model and represent equivalent fractions; count by fractions; solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.

**Using units of measurement** - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.

**Patterns and algebra** - use equivalent addition and subtraction number sentences to find unknown quantities.

### Assessment

#### Comparing areas and using measurements

#### Recognising and locating fractions

**Mathematical Guided Inquiry –**  
 “How Long Does It Take To Read A Book?”

## Science

### Here today, gone tomorrow

In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.

### Assessment

#### Investigating soil erosion

Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.



## Humanities and Social Science – HaSS – Semester 2

### Sustainable use of places

In this unit, students will:

- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments
- describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments
- propose actions for caring for the environment and meeting the needs of people.

#### Assessment

- *Portfolio:* evidence of student learning will be gathered from tasks and activities explaining aspects of life before, during and after European settlement of Australia
- **Delivered by Mrs H Oxenham**

## The ARTS - Dance

### Dance Messages

In this unit, students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.

Students will:

- improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices
- practise technical skills safely in fundamental movements
- perform dances using expressive skills to communicate a message or a moral
- identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

*Term 3 led by Creative Dance Industries  
Term 4 led by Mrs Davidson*



## Health

### Netiquette and online protocols

In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.

#### Assessment

A portfolio of student work.

## The ARTS – Media Arts *led by Mrs Davison*

### Persuade to protect

In this unit, students explore representations of people, settings, ideas and story structure in advertising, and persuasive presentations, focusing on moving images.

**Assessment:** Collection of student work

## Digital Technologies – Semester 2 *led by Mrs Davidson*

### Tech Wizards: Input-Output Odyssey, Problem-Solving with Data & Protocols in Action

Delve into the captivating world of input and output devices, understanding their roles in the grand scheme of technology. Harness the power of data to solve problems and unveil hidden insights. Engage in an exhilarating programming project and learn how to apply protocols effectively.

#### Assessment

A portfolio of student work.

## Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents years 3–4](#)