

Kedron State Schools Expectations

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

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

Year 4 Curriculum – Term 3

Classroom teachers – Sarah Hood, Bernadette Sheahan, Tara Kennedy, Sharon Choi

English – Weeks 1-4

Exploring recounts set in the past

Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There is one assessment task: a reading comprehension. In the reading comprehension task, students answer questions about different historical texts.

English Weeks 5-10

Exploring a quest novel

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

Unit 4:

Comprehending historical recounts

Students read historical recounts, answer comprehension questions and identify language features used to engage the audience.

Unit 5:

Written response

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

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

Investigating mass

Recognising and locating fractions

Science

Material use

In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.

Assessment

Investigating properties affecting the use of ochre.



Humanities and Social Science – HaSS – Semester 2

Using places sustainably

In this unit, students:

- 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 peoples and Torres Strait Islander peoples in regards to places and environments
- propose actions for caring for the environment and meeting the needs of people

The ARTS

On the Cover

In this unit, students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.

Students will:

- explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas
- experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience
- present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches
- describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Health

Health channels

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.

Technology – Semester 2

What's your waste footprint?

In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They will:

- recognise different types of data and represent the same data in different ways
- collect, access and present data as information using simple software (such as spreadsheets)
- explore and describe how a range of common information systems present data as information to meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions
- plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols
- explain how existing information systems meet personal, school and community needs.

Led by Mrs Oxenham

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](#)