



Oakleigh State School



Empowering
our community of learners
to create a *legacy*
which *redefines* our world

YEAR FOUR

AMENDED 2020 - CURRICULUM AND ASSESSMENT
OVERVIEW



Year 4 - ENGLISH

2020	Semester 1			Semester 2		
Y4	ENGLISH					
	<p>Unit 1: Investigating author's language in a familiar narrative (v8.0)</p> <p>In this unit, students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p> <p>Students will read the text <i>The Twits</i> by Roald Dahl.</p>	<p>Unit 2: Examining humour in poetry (v8.0)</p> <p>In this unit students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>	<p>Unit 3: Examining traditional stories from Asia and ATSI Histories and Cultures (v8.0)</p> <p>In this unit students read and analyse traditional stories from Asia and from Aboriginal people and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.</p>	<p>Unit 5: Exploring a quest novel (v8.0)</p> <p>In this unit, students read and analyse a quest novel. Students post comments and respond to others' comments in a discussion board to demonstrate understanding of the novel. In the second assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel</p>	<p>Unit 6: Examining persuasion in advertisements and product packaging (v8.0)</p> <p>In this unit students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>	<p>Unit 4: Exploring recounts set in the past (v8.0)</p> <p>Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different peoples' perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was around at the time of January 1788.</p>
Y4	ASSESSMENT					
	<p>Imaginative response: Students will write a new chapter for <i>The Twits</i></p>		<p>Reading Comprehension: Students comprehending a traditional Asian/ATSI story.</p> <p>Written Students create traditional story, which includes a moral for a younger audience.</p>	<p>Imaginative response: Students explore characters from the text <i>Rowan of Rin</i> by Emily Rodda.</p> <p>They write a written explanation of how the author of a quest novel represents the main character in an important event. (Receptive and Productive)</p>	<p>Students design a breakfast cereal package, present a breakfast cereal package to an audience of peers, and examine persuasion in advertising and product packaging.</p> <p>Reading and viewing comprehension: Short answer questions: Students identify and interpret the persuasive language features and visual elements of a product's packaging. (Receptive)</p> <p><u>Connected Curriculum: HEALTH</u> C2C Yr4 Health Channels U3</p>	<p>Comprehending historical recounts: Students deliver a spoken recount in role as a character from a historical context.</p> <p>And They read historical recounts, answer comprehension questions and identify language features used to engage the audience.</p> <p>Short answer responses: Comprehension Test/Exam: (Receptive) <u>Connected Curriculum: DRAMA</u> Oral Presentation: Spoken retell as an historical character or TBD in conjunction with Drama Specialist.</p>

Year 4 – MATHS

Year 4 – MATHS	
Y4	MATHS
Semester 1	Semester 2
<p>Unit 1: (v8.0) Students develop understandings of:</p> <ul style="list-style-type: none"> ● Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks ● Fractions and decimals — communicate sequences of simple fractions ● Patterns and algebra — use properties of numbers to continue patterns ● Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths ● Chance — compare dependent and independent events, describe probabilities of everyday events <p>Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays</p>	<p>Unit 2: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation ● Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts ● Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies ● Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams <p>Location and transformation — investigate the features on maps and plans,</p>
<p>Unit 3: (v8.0) Students develop understandings of:</p> <ul style="list-style-type: none"> ● 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 <p>Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change</p> <ul style="list-style-type: none"> ● Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities ● Using units of measurement — use scaled instruments to measure and compare length, 	<p>Unit 4: (v8.0) Students develop understandings of:</p> <ul style="list-style-type: none"> ● 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 purchase ● Patterns and algebra — use equivalent multiplication and division number sentences to find unknown quantities. <p>Using units of measurement — use am and pm notation, solve simple time problems</p> <ul style="list-style-type: none"> ● Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means ● Data representation and interpretation — write

		<p>identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales</p> <ul style="list-style-type: none"> ● Geometric reasoning — <p>identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle</p>	<p>mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement</p> <ul style="list-style-type: none"> ● Shape — <p>compare the areas of regular and irregular shapes using informal units of area measurement</p> <p>Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.</p>	<p>questions to collect data, collect and record data, display and interpret data.</p>
Y4	ASSESSMENT			
	<p>U1: Recalling and using multiplication and division facts Short answer questions. Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division</p> <p>U1: Identifying and explaining chance events Short answer questions. Students identify dependent and independent events and explain the chance of everyday events occurring.</p>	<p>U2: Using the properties of odd and even numbers Short answer questions Students use the relationships between the four operations and odd and even numbers</p> <p>U2: Recalling multiplication and division facts, interpreting simple maps and classifying angles Short answer questions Students recall multiplication and division facts, interpret information contained in simple map and classify angles in relation to a right angle</p>	<p>U3: Recognising and locating fractions Short answer questions Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts</p> <p>U3: Comparing areas and using measurement Short answer questions Students compare areas of regular and irregular shapes using informal units Students use scaled instruments to measure temperature, mass, capacity and length Students recall multiplication and division facts</p> <p>U3: Investigating mass (optional) Assignment/ Project Students use simple strategies to reason and solve a measurement inquiry question</p>	<p>Unit 4: Solving purchasing problems Short answer questions Students solve simple purchasing problems including the calculation of change</p> <p>U4: Analysing data Short answer questions Students define the different methods for data collection and representation and evaluate their effectiveness They construct data displays from given or collected data</p> <p>U4: Connecting decimals and fractions Short answer questions Students demonstrate and explain the connections between fractions and decimals to hundredths</p> <p>U4: Investigating time (optional) Assignment/ Project Students use simple strategies to reason and solve a measurement inquiry question</p>

Year 4 – SCIENCE

		Semester 1:	Semester 2		
Y4	SCIENCE	<p>Unit 1 Here today gone tomorrow (v5.0) In this unit students will explore natural processes and human activity that cause weathering and erosion of the 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 suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.</p>	<p>Unit 3: Materials Use: (v3.0) In this unit, students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions. Students identify investigable questions and predict likely outcomes. In conducting investigations, students use appropriate materials, tools and equipment safely to make and record observations. Students represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. Students complete simple reports to communicate their findings.</p> <p style="text-align: center;"><u>Connected Curriculum</u> STEAM: 1 Plus HASS U2 Design Technology: ODU: Repurposing an item: Materials Context Assessing Content only</p>	<p>Unit 4: Fast Forces (v3.0) In this unit, students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.</p> <p style="text-align: center;"><u>Connected Curriculum</u> STEAM: 2 Design Technology: ODU: Adapted C2C U3: Design a Pinball Machine Engineering Context Assessing P&P and K&U</p>	<p>Unit 2: Ready, set, grow! (v5.0) In this unit, students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on the survival of the species. Students will describe situations where science understanding can influence their own and others' actions. Students will identify investigable questions and predict likely outcomes from their investigations. They will discuss ways to conduct investigations safely and make and record observations. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They will complete simple reports to communicate their findings.</p>
Y4	ASSESSMENT		<p>Short answer questions and experiment about the properties of materials and how they affect their use in particular situations.</p>	<p>Students knowledge and understanding is assessed Collection of work saved in a Book Creator portfolio ODU: GTMJ Used: See G Drive</p>	<p>Multimodal – Mapping life cycles and relationships Concept map Diagram of life cycle</p>

Year 4 – THE ARTS

		Semester 1	Semester 2
Y4	THE ARTS		
	<p>Music: Rockin' Recorder Students develop their playing skills with a focus on the recorder. They will explore the elements of music to inform their understanding and interpretation of music they perform, compose and respond to. Students will refine their technical and expressive skills on the recorder during rehearsals in order to communicate musical ideas as part of an ensemble.</p>	<p>Music Cont.</p>	<p>Music: Songs of Australia Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia. Students will develop aural skills by exploring, imitating and recognising elements including pitch, rhythm and dynamics to inform performances and create engaging compositions</p> <p>Music Cont. Drama All Classes <u>Connected Curriculum: English U4: Historical Recounts</u> Oral Presentation: Spoken retell as an historical character or from the perspective of the First Nations people. TBD in conjunction with Drama Specialist.</p>
Y4	ASSESSMENT		
			<p>Music: TBD</p> <p>Music Cont. Drama TBD</p>

Year 4 – HISTORY AND SOCIAL SCIENCES - HASS

Year 4 – HISTORY AND SOCIAL SCIENCES - HASS		
Y4	Semester 1	Semester 2
Y4	HASS	
	<p>HASS Unit 2: Sustainable use of places</p> <p>Inquiry question: How can people use environments more sustainably?</p> <p>In this unit:</p> <ul style="list-style-type: none"> • 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 ATSI peoples regarding places and environments • Propose actions for caring for the environment and meeting the needs of people <p style="text-align: center;"><u>Connected Curriculum</u> STEAM: 1 Plus HASS U2 Design Technology: ODU: Repurposing an item: Materials Context Assessing Content only</p>	<p>HASS Unit 1: Early exploration and settlement: First Fleet</p> <p>Inquiry question: What were the short and long term effects of European settlement?</p> <p>In this unit:</p> <ul style="list-style-type: none"> • Explore the diversity of groups within the local community • Consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • Examine the purpose of laws and distinguish between rules and laws • Make connections between world history events between the 1400s and 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British • Investigate the experiences of British explorers, convicts, settlers and Australia’s first peoples, and the impact colonisation had on the lives of different groups of people • Analyse the experiences of contact between Australia’s first peoples and others, and the effects these interactions had on people and the environment <p>Draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius</p>
Y4	ASSESSMENT	
		<p>Early exploration and Settlement Students are assessed on the historical Components of HASS Students produce a portfolio of work on Australia before, during and after European settlement. They explain aspects of life before, during and after European settlement of Australia.</p>

Year 4 – PHYSICAL EDUCATION

		Semester 1		Semester 2	
Y4	PE	<p>Movement and Physical Activity Swimming and Survival Skills</p> <p>In term 1 students participate in learn to swim, recognised swim stroke development and survival skills programs. They also participate in interschool winter sports.</p> <p>Through participating in swimming and lifesaving skills, students are developing their fundamental movement skills to solve challenges to coordinate kicking with arm movements to move the body through the water.</p>	<p>Movement and Physical Activity Athletics and Winter School Sport</p> <p>Through participating in athletics and winter sport students participate in physical activities from their own and other cultures. They develop the fundamental movement skills of running, sprinting, long jump and shotput, high jump to solve challenges and perform sequences using these elements of movement.</p>	<p>Movement and Physical Activity Team Sport: Modified Tennis and Basketball</p> <p>Through various team sports such as T-Ball and summer interschool sport, students participate in physical activities from their own and other cultures.</p>	<p>Movement and Physical Activity Swimming</p> <p>Through participating in stroke development and lifesaving skills, students are developing their fundamental movement skills to coordinate kicking with arm movements to move the body through the water.</p> <p>Students also participate in swimming carnivals, relays and summer interschool sport. They also discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences.</p>
Y4	ASSESSMENT	<p>Adapted C2C Y4 U1 Splish Splash Students are assessed on solving challenges and performing sequences using the fundamental movement skills of lifesaving and recognised swimming strokes.</p> <p>Resources Government Water Safety and Swim Education Program</p> <p>Plus Adapted Yr6 C2C U1: Lifesaving Demonstration of water safety, survival skills, recognised swimming strokes and movement challenges.</p>	<p>C2C Unit 2: Athletics Spectacle Students perform a variety of movement sequences including for e.g. Running (sprint), jumping (long jump) and throwing (shot put) and high jump to demonstrate application of the elements of movement.</p>	<p>Adapted Y6 C2C Unit 4: Over The net. modified Tennis and Hot Shots Tennis</p> <p>Students are assessed on hitting, catching and positioning concepts and strategies to solve movement challenges</p>	<p>Students are assessed on their swimming strokes for the swim carnival – freestyle, backstroke, breaststroke, butterfly and surface dive.</p>

Year 4 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

		Semester 1	Semester 2	
Y4	HEALTH			
	<p>C2C Unit 4: Netiquette: Online Protocols</p> <p>Students examine and interpret health information about cyber safety and online protocols. They describe and apply strategies that can be used in cyberbullying 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 local resources to support their safety.</p> <p>Students:</p> <ul style="list-style-type: none"> Examine the need to balance the time spent using electronic devices and playing outdoors. Recognise the health benefits and risks of interacting in online communities. Examine how personal information is used and shared online. Review websites and interpret health messages about cybersafety. Explore how their online behaviours and actions affect their digital footprint. Examine different types of communication they use on the internet and how to display good manners towards others. <p>This unit incorporate concepts from the Daniel Morcombe Child Safety Curriculum</p>	<p>C2C Unit 1: Making Healthy Choices</p> <p>Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to healthy Eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.</p> <p>Students:</p> <ul style="list-style-type: none"> Review what is meant by being healthy Identify strategies that help keep people healthy and well Identify the five food groups Understand the health benefits of food Understand the benefits of healthy food choices Recognise strategies that assist in making healthy food choices Explore healthy breakfast choices Understand how health messages influence choices Promote healthy food/meal choices. 	<p>C2C unit 3: Health Channels</p> <p>Students examine different sources of health information and how to interpret them with 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.</p> <ul style="list-style-type: none"> Identify and interpret health messages Assess the accuracy of health messages from different sources Investigate the methods used to sell product and how they influence people’s choices. Recognise how health messages in the media can change over time Identify information sources and strategies to use when making decisions about their health. 	<p>C2C Unit 2: Culture in Australia – Our positive interactions</p> <p>Identities, success, challenge, failure</p> <p>Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions.</p> <p>Students:</p> <ul style="list-style-type: none"> explore how cultures are similar and different investigate own heritage and culture understand how meeting challenges and coping with failure contribute to success identify relationships and roles that contribute to their identity understand that feelings can be communicated in different ways explore how emotional responses vary between cultures and individuals investigate ways to demonstrate respect and empathy Identify varying emotional responses to situations
Y4	ASSESSMENT			
		<p>Supervised Assessment</p> <p>Students recognise strategies for managing change. They interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active.</p>	<p>Collection of Work</p> <p>Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.</p> <p><u>Connected Curriculum: HEALTH</u> C2C Yr4 Health Channels U3</p>	<p>Collection of Work</p> <p>To examine the influence of heritage and culture on identity by completing a “Me Card”. To demonstrate communication skills and strategies for working cooperatively during games and from Be Positive collection and observe varying emotional response.</p>

Year 4 – TECHNOLOGIES

		Semester 1	Semester 2
Y4	Digital Technologies		TECHNOLOGIES
			<p style="text-align: center;">Oakleigh Designed Unit: ODU: Year 4 Unit Personalising No. Fact Improvement Link</p> <p>Student are to collect data and identify a problem from their own classroom practice involving number facts. They design a digital solution to meet their own individual learning needs. They are to collect evidence of their progress in a portfolio.</p> <p style="text-align: center;"><u>Connected Curriculum: T1: Data Collection</u> STEAM: 3</p> <p style="text-align: center;">Digital Technology: ODU: Personalising No. Fact Improvement Game Assessing Systems Thinking, P&P and K&U</p>
Y4	ASSESSMENT		
			<p>Assessment Booklet: Oakleigh SS Gaming Project Students are assessed on their knowledge and understanding of digital systems and applying skills in defining, designing, implementing and evaluating a digital solution, (simple guessing game), using a visual programming language.</p>
		Semester 1	Semester 2
Y4	TECHNOLOGIES		Design Technologies
	N/A	<p style="text-align: center;"><u>Connected Curriculum</u> STEAM: 1 Plus HASS U2 Design Technology: ODU: Repurposing an item: Materials Context Investigate how people use, and are influenced by, environments and how different groups perceive sustainability in different ways and involves careful use of resources and management of waste.</p>	<p style="text-align: center;">Oakleigh Designed Unit: ODU: Adapted C2C Design Technologies U3 Design a pinball machine. Link</p> <p>We will learn a lot about forces Science unit. We will use scientific inquiry to investigate the direction of forces and the effect of contact and non-contact forces on objects. We will then use this knowledge to design and make a game of the type that could be used in our library to draw people there.</p> <p><i>Inquiry Question</i> <i>How might we design and create a game that demonstrates our knowledge of forces so that we can provide a fun environment for others to play in a healthy way?</i></p>
Y4	ASSESSMENT		
	N/A		<p>Portfolio of Assessment Students are assessed on their use of the design process and engineering principals and systems to create a game or digital solution.</p> <p style="text-align: center;"><u>Connected Curriculum</u> STEAM: 2 Science C2C: Unit 4 Fast Forces</p>

