



## Year 4 Term 1 Curriculum Overview

|   |  |   |  |  |                             |   |  |                          |
|---|--|---|--|--|-----------------------------|---|--|--------------------------|
| <b>General</b><br>Organisation ( <i>setting goals, using diaries</i> )<br>Group work skills<br>Leadership skills (leading into Bronze Certificate)  |  |   |  |  |                             |   |  |                          |
| <b>English</b>  |  |   |  | <b>Mathematics</b>   |                             |   |  |                          |
| <b>Narrative text Structure</b><br><br><b>Language features/devices</b><br>Description of character and setting<br>Paragraphing<br>Direct speech<br><br><b>Procedure &amp; report text</b><br>Science journal |  | <b>Grammar</b><br>Complex/ compound sentences<br>Punctuation<br>Parts of speech<br><br><b>Reading strategies</b><br>Predicting<br>Making connections<br>Inferring<br><br><b>Focus-</b> main idea and supporting detail. |  | <b>Number and algebra</b><br>Recognise, represent and order numbers to at least tens of thousands. Investigate and use the properties of odd and even numbers. Recall multiplication facts up to 10x10 and related division facts. Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9.<br><b>Measurement and geometry</b><br>Uses scaled instruments to measure and compare lengths, masses, capacities and temperature. Compare objects using familiar metric units of area and volume. Describe possible everyday events and order their chances of occurring. |                             | <b>Problem solving strategies</b><br>Guess and check<br>Make a table or chart<br>Draw a picture or diagram<br>Act out the problem<br>Find a pattern or use a rule<br>Check relevant/irrelevant information<br>Smaller parts of a large problem<br>Organised list<br>Solve a simpler problem<br>Work backwards |  |                          |
| <b>Health and Physical Education</b>  |  | <b>HASS Humanities and Social Sciences</b>  | <b>Science</b>   | <b>Italian</b>   | <b>Technologies</b>         |   | <b>The Arts</b>  |                          |
| <b>Health</b>   | <b>Physical</b>  |   |  |  | <b>Design</b>               | <b>Digital</b>  | <b>Music</b>   | <b>Visual Art</b>        |
| Setting the Scene activities<br><br>Growth Mindset<br><br>Bounceback PERMA<br>Protective Behaviours   | Swimming<br>Cooperation games<br>Skills for evaluating personal performance<br>Tennis<br>Modcrosse | Australian History<br><br>Investigating pre-contact ways of life of the Aboriginal and /or Torres Strait Islander.  | <b>Chemical Science</b><br>Properties of materials<br><br><b>Inquiry Skills</b><br>Questioning, Predicting, Planning, Conducting | Information about school Likes/dislikes<br>Comparing Australian schools to Italian schools<br>Completing timetables to express information about school subjects   | Not taught until Semester 2 | Coding, Robotics, electronics, citizen science, cyber safety, BEBRAS<br>Competition, Joy of Wood, NAO Robot   | <b>Elements of music</b> (rhythm, tempo, pitch, dynamics, form, timbre and texture)<br><b>Composition &amp; recording of musical ideas</b> (Improvising with musical elements to create a simple composition)<br><b>Performance skills &amp; audience behaviour Responses to music</b> | Not taught this semester |