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Yearly Overview – Year 4

	Term 1	Term 2	Term 3	Term 4
	Theme: Welcome to Country		Theme: Sustainability	
HASS: History	First Contact			
HASS: Geography			War on Waste	Environments of the World
HASS: Civics & Citizenship		Local Government		
English: Language	Biography	Narrative – Fractured Fairy Tales	Persuasive – Brochure	Information Report
English: Literacy				
English: Literature	**Focus Text:** *Meet Captain Cook, Eliza Bird Convict Child*	**Focus Text:** *The True Story of the Three Little Pigs, Jack the Incredibly Meanstalk, Honestly, Red Riding Hood Was Rotten, Cinderumpelstiltskin, Rowan of Rin*	**Focus Text:** *The Great Kapok Tree, Have I Got a Book for You, Storm Boy*	**Focus Text:** *The Wizard of Oz*
The Arts: Drama	What's Your Story?			
The Arts: Visual Arts		Still Life Art	Trash to Treasure	
The Arts: Media Arts				Camera, action!
Maths: Number and Algebra	Odd and even numbers Decimals Mental Math Strategies	Fractions Multiplication and Division Powers of 10	Algorithms Multiplication Facts	Algebra Short Division Problem Solving
Maths: Measurement and Geometry	Location	Shape Angles, Symmetry	Measurement Time	Perimeter and Area
Maths: Statistics and Probability	Data			Chance
Science	Forces	Material Things	Australian Rainforest	The Water Cycle
Design Technology			Sustainable Design	
Digital Technology	Meeting User Needs			Data Detectives
Health		Building Confidence		Managing Change

Additional Writing Unit Options: Poetry & Instructional Text

For other texts to explore, visit the website: Picture books to support the Australian Curriculum: Year 4

English Curriculum Scope and Sequence	English Unit 1 (includes Writing Unit – Biography)	English Unit 2 (includes Writing Unit – Narrative)	English Unit 3 (includes Writing Unit - Persuasive)	English Unit 4 (includes Writing Unit – Information Report)	Writing Units	Biography	Narrative – Fractured Fairy Tales	Persuasive – Brochure	Information Report	Poetry	Instructional Text
Language											
explore language used to develop relationships in formal and informal situations AC9E4LA01											
identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02											
identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03											
identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04											
identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05											
understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06											
investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07											
understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08											
understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09											
explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts AC9E4LA10											
expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11											
understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LA12											
Literature											
recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01											
describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02											
discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03											
examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04											
create and edit literary texts by developing storylines, characters and settings AC9E4LE05											

English Curriculum Scope and Sequence

	Literacy	compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01	listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02	identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05	plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06	plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07	write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09	understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10	read and write high-frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11
English Unit 1 (includes Writing Unit – Biography)												
English Unit 2 (includes Writing Unit – Narrative)												
English Unit 3 (includes Writing Unit - Persuasive)												
English Unit 4 (includes Writing Unit – Information Report)												
Writing Units												
Biography												
Narrative – Fractured Fairy Tales												
Persuasive – Brochure												
Information Report												
Poetry												
Instructional Text												

Term 4	Term 3	Term 2	Term 1	Maths Curriculum Scope & Sequence
				Number and Algebra
			Decimals	recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals AC9M4N01
			Odd and even	explain and use the properties of odd and even numbers AC9M4N02
		Fractions		find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation AC9M4N03
				count by fractions including mixed numerals; locate and represent these fractions as numbers on number lines AC9M4N04
		Powers of 10		solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits AC9M4N05
Short Division		Multiply and Divide	Mental Math	develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder AC9M4N06
Problem Solving				choose and use estimation and rounding to check and explain the reasonableness of calculations including the results of financial transactions AC9M4N07
				use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation AC9M4N08
	Algorithms			follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns AC9M4N09
Algebra				find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations AC9M4A01
	Multiplication Facts			recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator AC9M4A02
				Measurement and Geometry
	Measurement			interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units AC9M4M01
Perimeter and Area				recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units AC9M4M02
	Time			solve problems involving the duration of time including situations involving “am” and “pm” and conversions between units of time AC9M4M03
		Angles		estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognise their relationship to a right angle AC9M4M04
		Shape		represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects AC9M4SP01
			Location	create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways AC9M4SP02
		Symmetry		recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometric software where appropriate AC9M4SP03
				Statistics and Probability
			Data	acquire data for categorical and discrete numerical variables to address a question of interest or purpose using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created AC9M4ST01
				analyse the effectiveness of different displays or visualisations in illustrating and comparing data distributions, then discuss the shape of distributions and the variation in the data AC9M4ST02
				conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results AC9M4ST03
Chance				describe possible everyday events and the possible outcomes of chance experiments and order outcomes or events based on their likelihood of occurring; identify independent or dependent events AC9M4P01
				conduct repeated chance experiments to observe relationships between outcomes; identify and describe the variation in results AC9M4P02

Term 4 - The Water Cycle	Term 3 - Australian Rainforest	Term 2 - Material Things	Term 1 - Forces	Science Curriculum Scope and Sequence
				Science Understanding
				Chemical Sciences
				examine the properties of natural and made materials including fibres, metals, glass and plastics and consider how these properties influence their use AC9S4U04
				Physical Sciences
				identify how forces can be exerted by one object on another and investigate the effect of frictional, gravitational and magnetic forces on the motion of objects AC9S4U03
				Biological Sciences
				explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships AC9S4U01
				Earth and Space Sciences
				identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation AC9S4U02
				Science as a Human Endeavour
				examine how people use data to develop scientific explanations AC9S4H01
				consider how people use scientific explanations to meet a need or solve a problem AC9S4H02
				Science Inquiry
				pose questions to explore observed patterns and relationships and make predictions based on observations AC9S4I01
				use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S4I02
				follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S4I03
				construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S4I04
				compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S4I05
				write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S4I06

Term 4 - Environments of the World	Term 3 - War on Waste	Term 2 - Local Government	Term 1 - First Contact	HASS Curriculum Scope and Sequence
				Knowledge and Understanding
				History
				The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01
				The causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02
				The experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony AC9HS4K03
				The effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion AC9HS4K04
				Geography
				The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent AC9HS4K05
				Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place AC9HS4K06
				Civics and Citizenship
				the differences between “rules” and “laws”, why laws are important and how they affect the lives of people AC9HS4K07
				the roles of local government and how members of the community use and contribute to local services AC9HS4K08
				diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity AC9HS4K09
				Skills
				develop questions to guide investigations about people, events, places and issues AC9HS4S01
				locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS4S02
				interpret information and data displayed in different formats AC9HS4S03
				analyse information and data, and identify perspectives AC9HS4S04
				draw conclusions based on analysis of information AC9HS4S05
				propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS4S06
				present descriptions and explanations, drawing ideas from sources and using relevant subject-specific terms AC9HS4S07

Health Curriculum Scope and Sequence	Personal, Social and Community Health	investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts AC9HP4P01	plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty AC9HP4P02	Describe how choices and actions can be influenced by stereotypes AC9HP4P03	Select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04	Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities AC9HP4P05	explain how and why emotional responses can vary and practise strategies to manage their emotions AC9HP4P06	rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required AC9HP4P07	describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations AC9HP4P08	interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours AC9HP4P09	investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10
Term 1		**No need to teach Health this term**									
Term 2 - Building Confidence											
Term 3		**No need to teach Health this term**									
Term 4 - Managing Emotions											

Term 4	Term 3	Term 2	Term 1	The Arts Curriculum Scope and Sequence
				Visual Arts
	Trash to Treasure	Still Life Art		Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts AC9AVA4E01
				Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place AC9AVA4E02
				Experiment with a range of ways to use visual conventions, visual arts processes and materials AC9AVA4D01
				Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning AC9AVA4C01
				Media Arts
Camera, action!				Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts AC9AMA4E01
				Students explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place AC9AMA4E02
				Students develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements AC9AMA4D01
				Students use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning AC9AMA4C01
				Drama
			What's Your Story?	explore where, why and how drama is created and/or performed across cultures, times, places and/or other contexts AC9ADR4E01
				explore how First Nations Australians use drama to communicate their connection to, and responsibility for, Country/Place AC9ADR4E02
				use the elements of drama to explore and develop ideas for dramatic action in improvisations and/or devised drama AC9ADR4D01
				improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning AC9ADR4C01

Term 4 - Data Detectives	Term 3 - Sustainable Design	Term 2	Term 1 - Meeting User Needs	Technology Curriculum Scope and Sequence
				Design Technology
		No need to teach Technology this term		Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs. AC9TDE4K01
				describe how forces and the properties of materials affect function in a product or system AC9TDE4K02
				Describe the ways of producing food and fibre. AC9TDE4K03
				Describe the ways food can be selected and prepared for healthy eating. AC9TDE4K04
				explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions AC9TDE4P01
				generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P02
				select and use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE4P03
				use given or co-developed design criteria including sustainability to evaluate design ideas and solutions AC9TDE4P04
				sequence steps to individually and collaboratively make designed solutions AC9TDE4P05
				Digital Technology
				explore and describe a range of digital systems and their peripherals for a variety of purposes AC9TDI4K01
				explore transmitting different types of data between digital systems AC9TDI4K02
				recognise different types of data and explore how the same data can be represented differently depending on the purpose AC9TDI4K03
				define problems with given design criteria and by co-creating user stories AC9TDI4P01
				follow and describe algorithms involving sequencing, comparison operators (branching) and iteration AC9TDI4P02
				generate, communicate and compare designs AC9TDI4P03
				implement simple algorithms as visual programs involving control structures and input AC9TDI4P04
				discuss how existing and student solutions satisfy the design criteria and user stories AC9TDI4P05
				use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P06
				use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults AC9TDI4P07
				access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess AC9TDI4P08
				identify what personal data is stored and shared in their online accounts and discuss any associated risks AC9TDI4P09