YEAR 4

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain/Program**  **(annual hours)** | **Focus** | **Term 1** | | | **Term 2** | | **Term 3** | | **Term 4** | |
| **English**  320 hours | Writing | Persuasive  Narrative | | | Procedure,  Narrative | | Informative – Historical Recount  Information report | | Poetry  Narrative – Plays  Comic strips | |
| Handwriting | | | Handwriting | | Handwriting | | Handwriting | |
| Reading  and Viewing | *Prediction, making connections author’s purpose* | | | *Questioning, inferring, conclusions, figurative language* | | *Analysing, summarising, sequence* | | *Comparing, recalling facts, distinguishing fact and opinion* | |
| Speaking and Listening | *Scientific technical language* | | | *Varying powers of language* | | *Social conventions, taking turns, forms of address* | | *Oral presentations* | |
| Spelling | *Linguistic awareness, rules, phonic awareness, derivation, word usage* | | | *Linguistic awareness, rules, phonic awareness, derivation, word usage* | | *Linguistic awareness, rules, phonic awareness, derivation, word usage* | | *Linguistic awareness, rules, phonic awareness, derivation, word usage* | |
| Grammar | *Tense and person, punctuation*  *Nouns and pronouns*  Contractions | | | *Tense and person , punctuation*  *Adverbs and adjectives* | | *Tense and person , punctuation*  *Verbs and action verbs* | | *Tense and person , punctuation*  *Adverbs of time* | |
| **Mathematics**  200 hours | Number and Algebra | Place value, patterns, odd/even/addition | | | Place value, patterns, subtraction | | Place value, multiplication, division, money | | Place value, patterns, fractions | |
| Measurement and Geometry | 3D shape | | | Time, length, mass, capacity | | Angles | | Location, symmetry, time | |
| Statistics and Probability | Graphs | | | Graphs | | Chance | | Data | |
| **Physical Education/Sport**  40 hours | Movement and activity  Interpersonal development | Skill development and practice.  Fitness, Invasion games – basketball, netball  Sport - Skill development and practice  Sporting Schools (dependent on funding) | | | Skill development and practice.  Fitness, Invasion games – newcomb, football, soccer  Sport - Skill development and practice.  Sporting Schools (dependent on funding) | | Skill development and practice.  Athletics & gymnastics  Sport - Skill development and practice  Sporting Schools (dependent on funding) | | Skill development and practice.  Striking & Fielding games – Hot Shot tennis, tee ball, kanga cricket, table tennis  Sport - Skill development and practice  Sporting Schools (dependent on funding | |
| **Art**  80 hours | Visual | *Colour* | | | *Shape/Form* | | *Line* | | *Texture/Form/colour* | |
| Performing | Introduction to Drama and Dance skills  Music (Australian Children’s Music Foundation) | | | Whole school production  Music (Australian Children’s Music Foundation) | | Whole school production  Music (Australian Children’s Music Foundation) | | Drama and Dance skills  Music (Australian Children’s Music Foundation) | |
| **Library**  **40** |  | Library Orientation  Books about Books  Jokes | | | Author Study  Children’s Book Council Shortlist:  Picture Book of the Year  National Simultaneous Storytime | | Children’s Book Council Shortlist:  Picture Book of the Year Evaluating & voting  Book Week  Author study | | Series book study  Microsoft Word - Book Review using Fairy Tales | |
| **Languages**  40 hours | Communicating | *Italian greetings, songs, colours, counting* | | | *Italian family, seasons, weather, days, performance* | | *Italian numbers, the alphabet, animals* | | *Italian stories, games Christmas cards* | |
| Intercultural knowledge |
| **Social And Emotional Learning**  60 hours | Building Social Relationships | Start Up Program  Resilience, Rights and Respectful Relationships | | | Resilience, Rights and Respectful Relationships | | Resilience, Rights and Respectful Relationships | | Resilience, Rights and Respectful Relationships | |
| **Integrated and Inquiry Learning**  140 hours | **Science**   * Science as a human endeavour * Biological Science * Chemical Science * Earth and Space Sciences * Physical Science |  | | | *Even Years*  Hot and Cold - Freezing and Melting (Chemical Science)  *Odd Years*  Habitats and Animal Relationships (life cycles, food chain) (Biological science) | |  | | *Even Years*  Heat and Forces (Physical science)  *Odd Years*  Night and Day - Earth’s rotation (Earth and Space science) | |
| **The Humanities**   * Civics & Citizenship * History * Geography * Economics & Business | *Even Years*  Local Community (Civics & Citizenship)  *Odd Years*  Past and Present Life - Family Life (History) | | |  | | *Even Years*  Show Bags - How Can You Sell Them? (Economics)  *Odd Years*  The Map (Geography) | |  | |
| **Health** | * Strategies to manage situations where you feel uncomfortable or unsafe * Practice strategies to promote heath, safety and wellbeing * How emotional responses vary in family and friendship groups * Health messages in media * How participation in outdoor activities promotes connection between community, environment, health and wellbeing | | | | | | | | |
| Design and Technologies   * Design & Tech * Digital Tech | *Design & Tech*  *Digital Tech*  See ICT Scope and Sequence | | | *Design & Tech*  *Digital Tech*  See ICT Scope and Sequence | | *Design & Tech*  *Digital Tech*  See ICT Scope and Sequence | | *Design & Tech*  *Digital Tech*  See ICT Scope and Sequence | |
| Critical And Creative Thinking   * Questions and Possibilities * Reasoning * Metacognition | * Different techniques to sort facts and ideas to generate new ideas * Why and when the consequences of a point of view should be considered * Use of ‘If, then…’ and ‘What if…’ reasoning * Organising and sorting information and ideas from a range of sources * Use of concrete and pictorial models to facilitate thinking * Problem-solving strategies eg. brainstorming, comparing and contrasting, selecting options, developing and testing hypotheses | | | | | | | | |
| Ethical Capabilities | * Ways to identify ethical considerations in a range of problems * The role of personal values in ethical decision-making | | | | | | | | |
| Intercultural Capabilities | * What have your learnt about yourselves and others from intercultural experiences including respect for own and others’ cultures * Identify how respect and understanding between culturally diverse groups can be encouraged and achieved | | | | | | | | |
| Personal and Social Capability | Start Up program  Resilience, Rights and Respectful Relationships; Albion Kids and Friendly Kids | | Resilience, Rights and Respectful Relationships; Albion Kids and Friendly Kids | | | | | | |
| **Co-curricular activities** |  | **Activity** | **Date (or week)** | **Activity** | | **Date (or week)** | **Activity** | **Date (or week)** | **Activity** | **Date (or week)** |
|  | Parent teacher conferences |  |  | |  | Parent Teacher Conference  Athletics Carnival  Book Week  Footy Colours Day |  | Prep Late Tea  Prep Transition  1-3 Camp |  |
| **Mandated assessments and monitoring** |  | Maths Online Interview (for students at risk)  Running Records |  | NAPLAN  3-6 OnDemand Reading, Numeracy  Running Records  Fountas & Pinnell Benchmark | |  | Reading, Numeracy  Running Records |  | 3-6 OnDemand Reading, Numeracy  Running Records  Fountas & Pinnell Benchmark |  |
| **Moderation** |  | 3-6 Writing Moderation  F-6 Numeracy Rich Assessment Task |  | 3-6 Writing Moderation F-6 Numeracy Rich Assessment Task | |  | F-6 Writing Moderation  F-6 Numeracy Rich Assessment Task |  | F-6 Writing Moderation  F-6 Numeracy Rich Assessment Task |  |