



**Year 4 Curriculum  
Handbook  
2025**

Term 1	
Religion – Pedagogy of Encounter	<p>Begin the year by orientating students to the faith story of St Therese’s School. We acknowledge and explore the Indigenous land on which we live and learn.</p> <p><b><u>Called to Share Our Gifts</u></b></p> <p>The Called to Share our Gifts Module: focuses on ways that Christians are called to share their gifts as part of the call to discipleship. Students explore how Christian discipleship is the call to be a follower of Jesus Christ. They learn about Jesus' mission and ministry and explore ways in which Jesus' teachings and actions continue to guide the life of the Church community today. They will come to understand that God’s mission continues today. They will identify and learn about the mission of the Church. Students will consider the Church as a community of disciples called continue Jesus’ work through various ministries. Students will learn about Lent as a time to renew commitment to the mission of Jesus. This module concludes with a focus on Easter as a time of service and sacrifice.</p>
English	<p><b>Oral Language</b></p> <p>Imaginative Texts are taught in Term 1. Teachers aim to develop students’ <b>oral language and communication skills</b> by engaging students in rich discussion, where they actively listen and answer questions that elicit their ideas, opinions and questions. Students hear, learn and use new words to <b>build vocabulary</b>. This is achieved using a variety of stimuli and multimodal texts covering various subjects.</p> <p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Students are provided with the opportunity to practice reading aloud: to improve reading fluency and prosody. Students are read to, to enhance this skill. Vocabulary knowledge is also built through the explicit teaching of a fortnightly spelling lists.</li> </ul> <p><b>Spelling</b></p> <p>Spelling List includes:</p> <ul style="list-style-type: none"> <li><b>Phonological spelling</b> <ul style="list-style-type: none"> <li>Relationship between sounds (phonemes) and letters (graphemes) in written language. Students need to understand how spoken words are represented in written form based on sound patterns.</li> </ul> </li> <li><b>Orthographic spelling</b> <ul style="list-style-type: none"> <li>Letter-sound relationships (grapheme-phoneme correspondence)</li> </ul> </li> <li><b>Morphological spelling</b> <ul style="list-style-type: none"> <li>How the structure and meaning of words influences how they are spelt</li> </ul> </li> <li><b>Etymological words</b> <ul style="list-style-type: none"> <li>Involves knowing how the Latin or Greek derivatives of a word influence how a word is spelt</li> </ul> </li> <li><b>Tier 1,2 and 3 words</b> <ul style="list-style-type: none"> <li>Words are defined. Analysis of words, prefixes, suffixes, homophones, synonyms, antonyms and the derivatives of words is also explicitly taught from each spelling list</li> </ul> </li> </ul>

	<p><b>Handwriting and Digital Transcription</b> students are explicitly taught to form legible letters of consistent size and spacing that are then joined to develop handwriting fluency. Students begin to be familiarised with <b>software functionalities and typing</b></p> <p><b>Creating Written Texts</b></p> <ul style="list-style-type: none"> <li>• Students are explicitly taught the structure of imaginary texts, the process of brainstorming and planning ideas to write a narrative.</li> <li>• To support this learning, sentence structure is explicitly taught. Students learn to parse sentences, using a subject, verb, object analogy. This learning supports the development of sentence writing and <b>builds student knowledge about how language is used at paragraph and whole text level.</b></li> <li>• <b>Comprehension:</b> Comprehension strategies are explicitly taught and aim to complement the type of text students are learning to plan and create. In Term 1 these comprehension strategies are: The Authors Purpose, Main Idea and Figurative Language Devices.</li> <li>• <b>Understanding and responding to literature.</b> Students are provided with the opportunity to respond to and explore a variety of quality texts</li> </ul>
<b>Mathematics</b>	<p><b>Number and Algebra</b></p> <p>Students will develop their knowledge and understanding, of place value, addition and subtraction, multiplication and division, fractions and decimals to develop their mathematical fluency. Connection of these mathematical concepts aims to help students work mathematically to solve problems and communicate their reasoning and thinking in Mathematics.</p> <ul style="list-style-type: none"> <li>• Place Value <ul style="list-style-type: none"> <li>○ Students apply an understanding of place value and the role of zero as a place value holder and order numbers in the thousands</li> <li>○ Apply place value to partition numbers</li> <li>○ Explore decimals</li> </ul> </li> <li>• Number Patterns and Addition and Subtraction <ul style="list-style-type: none"> <li>○ Recognizes and explains the connection between addition and subtraction</li> <li>○ Completes number sentences involving addition and subtraction of 3-digit numbers</li> </ul> </li> <li>• Fractions <ul style="list-style-type: none"> <li>○ Model equivalent fractions as lengths</li> <li>○ Represent fractional quantities equal to and greater than one</li> </ul> </li> </ul> <p><b>Measurement and Space</b></p> <p>Time</p> <ul style="list-style-type: none"> <li>• Explore measurement of time: o'clock, half past the hour and a quarter to the hour</li> <li>• Represent and read analog and digital time displays</li> <li>• Use am and pm notation</li> </ul> <p>Length</p> <ul style="list-style-type: none"> <li>• Length measure and compare objects using metres, centimetres and millimetres (A)</li> <li>• Use scaled instruments to measure and compare lengths</li> </ul>
<b>HSIE</b>	<p><b>History – Cultural Identity</b></p> <p>Students explore the idea of European exploration and immigration and how over time this movement of people impacted the cultural identity and</p>

	customs of the nation leading to a multicultural Australia. The concept of “change over time” is explored and the relevance of this change to the lives, customs and celebrations of Australian people today. <b>The Year 4 excursion to Cockatoo Island is related to the is key learning area of HSIE.</b>
<b>Science</b>	No Science taught this term
<b>PDHPE</b>	<p><b>Personal Development/Health</b></p> <p>Students develop an understanding of the physical and social benefits of regular participation in physical activity. They will analyse their own levels of participation in activity and suggest ways they can overcome any potential barriers to physical activity opportunities at home, school and in their local community. Students design and participate in games that involve cooperation and communication.</p> <p><b>The Resilience Project</b></p> <p>The Resilience Project is a program which focuses on student well-being where students are explicitly taught how to practice Gratitude, Empathy and mindfulness (GEM) and emotional literacy. Students work through a journal, have discussions, watch interactive videos and discuss real life scenarios, to reinforce the importance of developing these skills to enhance their well-being.</p> <p><b>Protective Behaviours:</b></p> <p>Students complete this unit in final 3 weeks of each term. They learn strategies and avenues for keeping themselves safe. Students will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> <li>• Nothing is so awful that we can't talk about it with someone</li> </ul> <p>Students will identify:</p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Art - People Places &amp; Spaces and Events</b></p> <p>Students explore and acknowledge their individual and cultural identity. They outline their personal goal(s) for this year and bring it to life in their Artwork creations that is interesting and beautiful as it represents how they view themselves as a group.</p> <p>Students will be encouraged to analyse and appreciate the works of famous artists and their peers and will produce summative assessment tasks. Students <b>acknowledge that artists make artworks for different reasons and that various interpretations are possible.</b> These will be assessed to determine the student's level of achievement and understanding. Students will make and appreciate art, through activities integrated with HSIE, PD, Mathematics and Religion.</p> <p><b>Dance</b></p> <p>Students learn to dance a series of community-style dances (Heel Toe Polka and the Irish Washerwoman). They use the elements of dance to create their own dance compositions, and they discuss their work and the work of dancers.</p>

Term 2	
Religion – Pedagogy of Encounter	<p><b>Sacrament of Confirmation</b> In this unit students will explore the sacrament of Confirmation, its importance as a Sacrament of Initiation and its symbols, words and rituals.</p> <p><b>Sacrament of the Eucharist</b> This unit develops students’ understanding of the celebration of the Eucharist and the Eucharist as a sacrament.</p>
English	<p>Informative Texts are taught in Term 2. Students explore writing to describe and explain information around a range of topics to do with flora and fauna. Texts explored; link with the HSIE, Geography outcomes. Students explore information texts through the key concepts of learning to classify a topic and categorise information. Texts are constructed considering purpose and audience.</p> <p><b>Oral language and communication skills</b> are developed by engaging students in rich discussion, where they are encouraged to actively listen and answer questions that elicit their ideas, opinions and questions. Students hear, learn and use new words to <b>build vocabulary</b>. This is achieved using a variety of stimuli and multimodal texts covering various subjects.</p> <p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Students are provided with the opportunity to practice reading aloud: to improve reading fluency and prosody. Students are read to, to enhance this skill. Vocabulary knowledge is also built through the explicit teaching of a fortnightly spelling lists.</li> </ul> <p><b>Spelling</b> Spelling List includes:</p> <ul style="list-style-type: none"> <li><b>Phonological spelling</b> <ul style="list-style-type: none"> <li>Relationship between sounds (phonemes) and letters (graphemes) in written language. Students need to understand how spoken words are represented in written form based on sound patterns.</li> </ul> </li> <li><b>Orthographic spelling</b> <ul style="list-style-type: none"> <li>Letter-sound relationships (grapheme-phoneme correspondence)</li> </ul> </li> <li><b>Morphological spelling</b> <ul style="list-style-type: none"> <li>How the structure and meaning of words influences how they are spelt.</li> </ul> </li> <li><b>Etymological words</b> <ul style="list-style-type: none"> <li>Involves knowing how the Latin or Greek derivatives of a word influence how a word is spelt</li> </ul> </li> <li><b>Tier 1,2 and 3 words</b> <ul style="list-style-type: none"> <li>Words are defined. Analysis of words, prefixes, suffixes, homophones, synonyms, antonyms and the derivatives of words is also explicitly taught from each spelling list.</li> </ul> </li> </ul> <p><b>Handwriting and Digital Transcription</b> students are explicitly taught to form legible letters of consistent size and spacing that are then joined to develop handwriting fluency. Students begin to be familiarised with <b>software functionalities and typing</b>.</p> <p><b>Creating Written Texts</b></p> <ul style="list-style-type: none"> <li>Students are explicitly taught the structure of informative tests.</li> <li>To support this learning, categorisation of topics the use of headings, paragraphs beginning with topic sentences to inform the reader is modelled and taught.</li> </ul>

	<ul style="list-style-type: none"> <li>• The use of headings is and grouping associated facts is modelled. Instruction of the sentence structure is explicitly taught. Students learn to parse sentences, using a subject, verb, object analogy. This learning supports the development of sentence writing and builds student knowledge about how language is used at paragraph and whole text level.</li> <li>• <b>Comprehension:</b> Comprehension strategies are explicitly taught and aim to complement the type of text students are learning to plan and create. These comprehension strategies are: Author's Purpose, Main Idea and Figurative Language Devices.</li> </ul> <p><b>Understanding and responding to literature</b> Students are provided with the opportunity to respond to and explore a variety of quality texts <b>Comprehension strategies</b> explored include Recalling Finding Facts and Details, Recognising Cause and Effect, and Understanding Sequencing of Information.</p> <p><b>Responding to texts:</b> Students will talk about, discuss, read, view and respond to a variety of spoken, print and digital texts that build a field of understanding on a theme or subject topic. Students investigate how text structures and language features work together to communicate these themes, ideas and information in the characters, subjects and texts they are exposed to.</p>
<b>Mathematics</b>	<p><b>Number and Algebra</b> Place Value, Multiplication and Division Students will learn to:</p> <ul style="list-style-type: none"> <li>• Use arrays to learn multiplication facts from multiples of 2 and 4, 5, and 10</li> <li>• Strategies for multiplication and division such as, area model and known number facts</li> </ul> <p><b>Measurement and Space</b> <b>Area</b></p> <ul style="list-style-type: none"> <li>• Use square centimetres to measure and estimate the area of rectangles</li> <li>• Measure the area of shapes using the grid structure.</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>• Compare objects using familiar metric units of volume</li> </ul> <p><b>2D Shapes, 3-dimensional objects and Angles</b></p> <ul style="list-style-type: none"> <li>• Compare and describe features of two-dimensional shapes</li> <li>• Make models of 3-dimensional objects to compare and describe key features</li> <li>• Connect 3-dimensional objects and 2-dimensional representations</li> <li>• Identify angles</li> </ul> <p><b>Statistics and Probability</b> <b>Data</b></p> <ul style="list-style-type: none"> <li>• Organise, display, interpret and compare data using tables and graphs</li> </ul>
<b>HSIE</b>	<p><b>People/Places/Environments</b> The unit focus' on the different perspectives of people towards the environment and how these opinions and interactions effect people in society. Students explore how Australia's First Nations's people were the first protectors of the environment. Investigate the purpose of back burning.</p>
<b>Science</b>	Science is not taught in Term 2
<b>PDHPE</b>	<p><b>Personal Development/Health</b> The Resilience Project The Resilience Project is a program which focuses on student well-being where students are explicitly taught how to practice Gratitude, Empathy and</p>

	<p>mindfulness (GEM) and emotional literacy. Students work through a journal, have discussions, watch interactive videos and discuss real life scenarios, to reinforce the importance of developing these skills to enhance their well-being.</p> <p><b>Protective Behaviours:</b></p> <p>Students complete this unit in final 3 weeks of each term. They learn strategies and avenues for keeping themselves safe. Students will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> <li>• Nothing is so awful that we can't talk about it with someone</li> </ul> <p>Students will identify:</p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Art - People Places &amp; Spaces and Events</b></p> <p>Through activities integrated with Geography, Mathematics and HSIE, students are provided with examples of mixed media artworks that link with commemorative days such as ANZAC Day. Students explore how artworks reflect significant commemorative events and how artists use colour tone and composition in their works. Artist techniques are also explored.</p> <p><b>Drama</b></p> <p>Students explore the drama form storytelling. The unit focuses on developing drama skills through the elements of drama, with a particular focus on the use of voice and movement to help convey meaning of character roles.</p>

Term 3	
Religion	<p><b>Liturgy as a Celebration</b></p> <p>In this unit students deepen their knowledge and understanding of liturgy and liturgical celebrations and how liturgy inspires believers to prayer and a deeper understanding of the mystery of God.</p>
English	<p><b>Writing to give an opinion and persuade an audience</b></p> <p>Persuasive Texts are taught in Term 3. Students explore writing that argues a viewpoint using rhetorical devices to persuade an audience. Oral discussions aim to enable students to verbalise their thinking and clarify and formulate their arguments.</p> <p><b>Oral language and communication skills</b> are a focus as present their opinions which they reinforce using facts. Questioning is modelled and used to engage and persuade their audience. Students hear, learn and use modality words to <b>build vocabulary</b>. This is achieved using a variety of stimuli and multimodal texts covering various subjects.</p> <p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Students are provided with the opportunity to practice reading aloud: to improve reading fluency and prosody. Students are read to, to enhance this skill. Vocabulary knowledge is also built through the explicit teaching of a fortnightly spelling lists.</li> </ul> <p><b>Spelling</b></p> <p>Spelling List includes:</p> <ul style="list-style-type: none"> <li><b>Phonological spelling</b> <ul style="list-style-type: none"> <li>Relationship between sounds (phonemes) and letters (graphemes) in written language. Students need to understand how spoken words are represented in written form based on sound patterns.</li> </ul> </li> <li><b>Orthographic spelling</b> <ul style="list-style-type: none"> <li>Letter-sound relationships (grapheme-phoneme correspondence)</li> </ul> </li> <li><b>Morphological spelling</b> <ul style="list-style-type: none"> <li>How the structure and meaning of words influences how they are spelt.</li> </ul> </li> <li><b>Etymological words</b> <ul style="list-style-type: none"> <li>Involves knowing how the Latin or Greek derivatives of a word influence how a word is spelt</li> </ul> </li> <li><b>Tier 1,2 and 3 words</b> <ul style="list-style-type: none"> <li>Words are defined. Analysis of words, prefixes, suffixes, homophones, synonyms, antonyms and the derivatives of words is also explicitly taught from each spelling list.</li> </ul> </li> </ul> <p><b>Handwriting and Digital Transcription</b> students are explicitly taught to form legible letters of consistent size and spacing that are then joined to develop handwriting fluency. Students begin to be familiarised with <b>software functionalities and typing</b>.</p> <p><b>Creating Written Texts</b></p> <ul style="list-style-type: none"> <li>Students are explicitly taught the structure of persuasive texts, the process of brainstorming and planning ideas and arguments to support their viewpoint.</li> <li>To support this learning, the structure of a paragraph is explicitly taught. Students learn the importance of using a topic sentence that reflects the is</li> </ul>



	<p>learning supports the development of sentence writing and builds student knowledge about how language is used at paragraph and whole text level.</p> <ul style="list-style-type: none"> <li>• <b>Comprehension</b></li> </ul> <p>Comprehension strategies are explicitly taught and aim to compliment the type of text students are learning to plan and create. These comprehension strategies are:</p> <ul style="list-style-type: none"> <li>• Distinguishing between Fact &amp; Opinion (Wk 1-3)</li> <li>• Compare &amp; Contrast (Wk 4-6)</li> <li>• Drawing conclusions and Making Inferences (Wk 7-10)</li> </ul> <p><b>Understanding and responding to literature.</b> Students are provided with the opportunity to respond to and explore a variety of persuasive texts.</p>
<b>Mathematics</b>	<p><b>Number and Algebra</b></p> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>• Select strategies flexibly to solve addition and subtraction problems up to 3 digits</li> <li>• Apply addition and subtraction to familiar contexts, including money and budgeting</li> </ul> <p><b>Measurement and Space</b></p> <p>Position</p> <ul style="list-style-type: none"> <li>• Locate position on grid maps</li> <li>• Create and interpret grid maps</li> </ul>
<b>HSIE</b>	History/Geography not taught this term
<b>Science</b>	<p><b>Physical World - Earth and Space</b></p> <p>Students investigate the regular changes caused by interactions between the earth and the sun and the changes to the earth's surface. This learning investigates the scientific facts that result in day and night, phases of the moon and why we have seasons.</p> <p><b>Changes to the Earth's surface</b></p> <p>Students Investigate why changes occur in the earths' surfaces, debating whether these changes are the result of natural processes or human action? Students investigate their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken.</p>
<b>PDHPE</b>	<p><b>Personal Development/Health</b></p> <p>The Resilience Project</p> <p>The Resilience Project is a program which focuses on student well-being where students are explicitly taught how to practice Gratitude, Empathy and mindfulness (GEM) and emotional literacy. Students work through a journal, have discussions, watch interactive videos and discuss real life scenarios, to reinforce the importance of developing these skills to enhance their well-being.</p> <p><b>Protective Behaviours:</b></p> <p>Students complete this unit in final 3 weeks of each term. They learn strategies and avenues for keeping themselves safe. Students will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> <li>• Nothing is so awful that we can't talk about it with someone</li> </ul> <p>Students will identify:</p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> </ul>

	<ul style="list-style-type: none"> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Art - Living Things and Objects</b>  Visual Art in Term 3 links to learning in Science and Technology and Literacy. Students are artist with a specific purpose to create an artwork that is interesting and or beautiful using their graphic design skills to create a flyer, using persuasive language. Student view and investigate street art, its purpose and effect on communities.</p> <p><b>Music – Introduction to Bookwhackers</b>  Students learn to play music using Students will learn to play music using boomwhackers and will demonstrate an understanding of the concepts of music through their singing, playing and moving activities.</p>

Term 4	
Religion	<p><b>Justice</b></p> <p>In this unit students will have developed an understanding of how Christians are called to use their gifts to serve others and to work together to build a more just world.</p> <p><b>Advent and Christmas</b></p> <p>In this unit students enter into the seasons of Advent and Christmas. They reflect on ways they experience God in their own lives and see signs of God's presence in their world during Advent. In completing this unit students will examine the concept of Jesus as gift and the fulfilment of God's promise. They will be encouraged to relate their experiences of Christmas – God's gift – Jesus' life in the world as well as ways that Christians are challenged to respond in faith and love to this wonderful gift.</p>
English	<p>During Term 4 students revisit imaginary informative and persuasive texts. Students have poetry read to them, read poetry and recite poetry themselves. Enjoying its rhythm and or rhyme. Students create their own poetry and recite to class. The teaching focus is on word level language and sentence level grammar.</p> <p>Teachers aim to develop students' <b>oral language and communication skills</b> by engaging students in rich discussion, where they actively listen and answer questions that elicit their understanding and opinions about poetry. Students hear, learn and use new words to <b>build vocabulary</b>. This is achieved with students hearing poetry read aloud to them and them reciting poems they like and some that they have created. Exposure to a variety of stimuli and multimodal texts covering a wide variety of subjects occurs.</p> <p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Students are provided with the opportunity to practice reading aloud: to improve reading fluency and prosody. Students are read to, to enhance this skill. Vocabulary knowledge is also built through the explicit teaching of a fortnightly spelling lists.</li> </ul> <p><b>Spelling</b></p> <p>Spelling List includes:</p> <ul style="list-style-type: none"> <li><b>Phonological spelling</b> <ul style="list-style-type: none"> <li>Relationship between sounds (phonemes) and letters (graphemes) in written language. Students need to understand how spoken words are represented in written form based on sound patterns.</li> </ul> </li> <li><b>Orthographic spelling</b> <ul style="list-style-type: none"> <li>Letter-sound relationships (grapheme-phoneme correspondence)</li> </ul> </li> <li><b>Morphological spelling</b> <ul style="list-style-type: none"> <li>How the structure and meaning of words influences how they are spelt.</li> </ul> </li> <li><b>Etymological words</b> <ul style="list-style-type: none"> <li>Involves knowing how the Latin or Greek derivatives of a word influence how a word is spelt</li> </ul> </li> <li><b>Tier 1,2 and 3 words</b> <ul style="list-style-type: none"> <li>Words are defined. Analysis of words, prefixes, suffixes, homophones, synonyms, antonyms and the derivatives of words is also explicitly taught from each spelling list.</li> </ul> </li> </ul>

	<p><b>Handwriting and Digital Transcription</b> students are explicitly taught to form legible letters of consistent size and spacing that are then joined to develop handwriting fluency. Students begin to be familiarised with <b>software functionalities and typing</b>.</p> <p><b>Creating Written Texts</b> Students are explicitly exposed to different types of texts: Imaginary, Informative and Persuasive. Imaginary texts focus on poetic writing. Students are exposed to various poetic structures that writers use to create their own poems. Students experiment with:</p> <ul style="list-style-type: none"> <li>• word choice</li> <li>• varied punctuation to create poems that reflects their ideas and feelings.</li> </ul> <p><b>Comprehension strategies</b> explicitly taught are: Author's Purpose, Distinguishing between Real and Make Believe, Summarising and Making Predictions.</p> <p><b>Understanding and responding to literature</b> Students are provided with the opportunity to respond to and explore a variety of texts especially poetry.</p>
<b>Mathematics</b>	<p><b>Number and Algebra</b> Whole number</p> <ul style="list-style-type: none"> <li>• Partition and regroup numbers up to 4 digits and recognise and represent numbers that are 10, 100, 1000 times as large</li> </ul> <p>Decimals</p> <ul style="list-style-type: none"> <li>• Extend the application of the place value system from whole numbers to tenths and hundredth</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>• Make connections between fractions and decimals and model equivalent fractions as lengths</li> </ul> <p><b>Measurement and Space</b> Length</p> <ul style="list-style-type: none"> <li>• Use scaled instruments to measure and compare length</li> </ul> <p>Volume</p> <ul style="list-style-type: none"> <li>• Use scaled instruments to measure and compare capacities (internal volumes)</li> </ul> <p>Mass</p> <ul style="list-style-type: none"> <li>• Use scaled instruments to measure and compare masses</li> </ul> <p>Angles</p> <ul style="list-style-type: none"> <li>• Identify angles as measures of turn and compare angles to a right angle (acute or obtuse)</li> </ul> <p>Position</p> <ul style="list-style-type: none"> <li>• Use directional language and describe routes with grid maps</li> </ul> <p><b>Statistics and Probability</b> Data</p> <ul style="list-style-type: none"> <li>• Collect discrete data</li> <li>• Select and trial methods for data collection</li> </ul> <p>Chance</p> <ul style="list-style-type: none"> <li>• Identify possible outcomes from chance experiments and describe the likelihood of outcomes of Chance events</li> </ul>
<b>HSIE</b>	History/Geography not taught this term

<b>Science</b>	<p><b>Physical World</b> Students investigate the characteristics and effects of common forms of energy.</p> <ul style="list-style-type: none"> <li>• Describes how contact and non-contact forces affect an object's motion.</li> </ul> <p>Investigate using experiments the characteristics and effects of common forms of energy, such as light and heat.</p> <p><b>Digital Technologies</b></p> <ul style="list-style-type: none"> <li>• Describe how digital systems represent and transmit data. Using devices students have an opportunity to gather and analyse data relevant to the class content at the time.</li> <li>• students will gain a deeper understanding of how digital systems work through their use of their devices.</li> </ul>
<b>PDHPE</b>	<p><b>Personal Development/Health</b> The Resilience Project The Resilience Project is a program which focuses on student well-being where students are explicitly taught how to practice Gratitude, Empathy and Mindfulness (GEM) and Emotional Literacy. Students work through a journal, have discussions, watch interactive videos and discuss real life scenarios, to reinforce the importance of developing these skills to enhance their well-being.</p> <p><b>Protective Behaviours:</b> Students complete this unit in final 3 weeks of each term. They learn strategies and avenues for keeping themselves safe. Students will explore the two themes of protective behaviours:</p> <ul style="list-style-type: none"> <li>• We all have the right to feel safe all the time</li> <li>• Nothing is so awful that we can't talk about it with someone</li> </ul> <p><b>Students will identify:</b></p> <ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in their safety network</li> </ul>
<b>Creative Arts</b>	<p><b>Visual Arts</b> With reference to learning in Science and English students investigate sculptures in the environment. Students make their own artworks to represent sculptures they find beautiful and or interesting artforms in the environment. Students discuss and acknowledge that artists make artworks for different reasons and that various interpretations are possible.</p> <p><b>Music - Boomwhackers Part 2 &amp; Christmas Concert Preparations</b> Students will continue to learn how to play simple songs using boomwhackers. They will use this knowledge to improvise and organise simple melodic compositions. They will notate and identify the use of musical concepts in their own work using traditional music notation. Students will learn to sing songs in preparation for the end of year Carols by Candlelight Concert.</p>

## Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

### Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class HSIE, Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lesson, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

### Inquiry in Year 4

#### Question

With guidance, construct a research question.

#### Plan

List prior knowledge and identify gaps in knowledge to help direct research.

Co-construct a plan for inquiry, including a timeline, in a suitable format eg Mind mapping, brainstorming, graphic organisers

#### Locate

Locate a range of information sources

- Keyword searching online
- Browsers/internet
- Emailing
- Use Catalogues to locate a resource – online (regional libraries) and in-school (OLIVER)
- Shelving styles e.g. Dewey, genre

#### Identify and use

- Contents Page
- Index
- Glossary
- Online menus
- Hyperlinks and shortcuts
- Headings & Sub-headings

#### Comprehend

Scan resources to determine their relevance for the given task.

#### Record

With guidance

- Record facts in an appropriate format
- summarise information gathered
- judge the credibility of a resource.

<b>Evaluate</b> Evaluate research, ideate and draw conclusions
<b>Make</b> Identify a suitable format/program and organise information to suit that format/program. For example: <ul style="list-style-type: none"> <li>• Report</li> <li>• Video</li> <li>• Poster</li> <li>• Podcast</li> </ul> <b>Audience</b> Present information using age-appropriate language and in a format suited to the intended audience. Publish information so that it is easily accessible for the intended audience. <b>Offer feedback</b> <ul style="list-style-type: none"> <li>• Self-assess their product (during task and final product) using agreed success criteria</li> <li>• Accept (and use where appropriate) peer feedback</li> </ul>
<b>Publish</b> Identify a range of opportunities to publish work <ul style="list-style-type: none"> <li>• Digital</li> <li>• Print</li> <li>• Face-to-face</li> <li>• Local/Global</li> </ul>
<b>Reflect</b> Think about how we learn (Learning Dispositions) <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Skilful Communication</li> <li>• Self-Regulation</li> <li>• Persistence</li> <li>• Identify areas of growth and potential for improvement</li> </ul>

Physical Education in Year 4	
<b>Unit 1 – 15 weeks</b>	<b>Movement Skills - Athletics</b> Students perform movement skills in a variety of sequences and situations. They propose a range of alternatives to solve movement challenges through participation in a range of activities. Students describe and practise interpersonal skills to promote inclusion to make themselves and others feel they belong. They incorporate elements of space, time, objects, effort and people in creating and performing simple movement sequences.
<b>Unit 2 – 15 weeks</b>	<b>Movement Skills - AFL</b> Students work towards developing the fundamental motor coordination skills necessary to play a modified version of AFL. The lessons focus on learning through play and students are encouraged to have fun whilst learning how to hold, handpass, kick and mark the ball. In addition, students will discuss the importance of teamwork and fair play with opportunities provided to develop these social skills in pairs and small groups.
<b>Unit 3 – 15 Weeks</b>	<b>Movement Skills - Hockey</b> Students learn the basic skills of hockey. As a guiding principle, safe practice is paramount, and students learn the skills of hockey in a safe environment.