



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 4

Term 1, 2025

### English

#### Exploring imaginative texts

Students engage with a variety of imaginative texts, including short animated films that include literary devices and/or deliberate word play to shape meaning.

They read, view and comprehend a range of imaginative texts which support and extend students as independent readers. Through texts, students identify characteristic features of imaginative texts and describe how characters, events and topics are developed using language for expressing and developing ideas.

Students engage in shared and independent writing in response to these imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.

Students plan and present a spoken and written film review. Their reviews include a summary of the film, their opinion using details from the film to support their point of view and their personal recommendation.



### Mathematics



Students have opportunities to develop understandings of:

#### Number and Algebra

- ◆ draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work
- ◆ develop and use strategies for multiplication that are based on understanding of multiplication as an operation and knowledge of laws for arithmetic operations
- ◆ choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation
- ◆ become aware of the importance of context and purpose when they make judgements and reflect on the reasonableness of measurements and the results of calculations, and how they choose to represent mathematics and mathematical information

#### Measurement

- ◆ convert between units of time when solving problems involving duration

### Humanities and Social Science (HASS)

#### Early exploration and settlement

In this unit, students will:

- explore the diversity of different groups within their local community
- consider how personal identity is shaped by aspects of culture, and by the groups to which they belong
- make connections between world history events between the 1400s and the 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
- 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*.



### Science

#### Material Use

Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.





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## Other Learning Areas

### Music

#### Four String Mood



Students will explore the elements of music through making, responding and playing music games. They will compose, listen to and perform rhymes and songs using their voice and ukulele. Students will continue to develop skills in singing, and plucking and strumming the ukulele with accurate pitch, rhythm and expression.

Within the context of Making and Responding, students will:

- Play music games to develop musical memory, literacy and aural skills
- Improvise on 2 open strings over 8 beats (2 bars)
- Sing & strum beat and rhythm of call and response song using C / Am
- Create rhythm poem (practice 'four' - semibreve)
- Derive, augment and diminish rhythms
- Improvise body percussion on 'four'
- Perform known repertoire in canon

### Health and Physical Education:

#### Physical Activity

#### Superstars: Splash Splash



In this unit, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke (including survival strokes) and solve safety and survival challenges. They will also examine the benefits of being fit and physically active and how they relate to swimming.

Students will:

- develop arm, leg and breathing movements to perform recognised swimming strokes
- understand how timing and effort affect movements and overall stroke performance
- refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge
- understand the benefits of being fit and physically active and how they relate to swimming (distance swim).

### Health and Physical Education (Health)

#### Netiquette and online protocols

In this unit, 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 resources available locally to support their safety.



#### Protective behaviours

In this unit students will discuss, understand and practise how help-seeking and reporting strategies support rights and promote the health, safety and wellbeing of themselves and/or peers.

### Digital Technology

#### Creating Digital Solutions

In this unit, students will create a digital solution (an interactive guessing game) using a visual programming language (Scratch).



They will:

- describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using Scratch.
- implement a digital solution that involves branching algorithms and user input.

### Languages

#### Japanese

In this unit, students explore language to introduce themselves.

Students will:

- introduce name
- introduce age
- introduce grade
- state city/country of residence
- state likes/dislikes
- kodomo no Hi (Children's Day)
- tsuyu .

