



English

Examining traditional stories

In this unit, students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories. Students plan and write a traditional story which includes a moral for a younger audience.

Examining humour in poetry

Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to evaluate poems by expressing a personal viewpoint using evidence from the poem.

Spelling— Students investigate changing final 'y' to 'i', doubling the final consonant, two syllable homographs, unaccented final syllables — 'le' and 'el', unaccented final syllables — 'il' and 'al', prefixes — 'un', 're', 'dis' and 'mis', comparatives and superlatives — adding 'er' and 'est', homophones, final syllables — 'er', 'ar' and 'or' and suffixes — 'tion', 'ous', 'y' and 'ish'.

Grammar and Punctuation— Students use noun groups/phrases, verb groups/phrases and prepositional phrases to enrich sentences. They recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech and they investigate how quoted (direct) and reported (indirect) speech work in different types of text.

The Arts: Drama



Exploring issues through drama

In this unit, students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

Mathematics

Students develop understandings of:

Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation.

Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts.

Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies.

Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams.

Location and transformation — investigate the features of maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales.

Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.

Science



Ready, set, grow!

Students investigate animal life cycles. They examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things including the impact on the survival of the species.

Humanities and Social Science (HASS)

(continued from Term 1)

What were the short and long term effects of European settlement?

In this unit, students:

- 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.
- examine the purpose of laws and distinguish between rules and laws.
- 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.



EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 4

Term 2, 2024

Other Learning Areas

Music



Four String Mood

Students 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:

- play music games to develop musical memory, literacy and aural skills.
- sing, conduct and derive known repertoire in 3 metre.
- learn and drill the letter names of notes on the treble staff.
- pluck known repertoire using the four ukulele open strings.
- engage in reading, writing and composing activities to practice the new melodic element 're', and new rhythmic element 'four' (whole note).
- identify and discuss the use of the elements of music in 'Morning Mood' from Peer Gynt Suite.

Health and Physical Education (Health)



Culture in Australia – Positive interactions

In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.

Gender Stereotypes

In these lessons, students learn that gender stereotypes can be challenged to achieve fairness and equality. They will learn how respectful agreement and disagreement can address unfairness and inequality related to gender expectations.

Health and Physical Education (PE)

Athletic Spectacle

In this unit students perform running, jumping and throwing sequences in authentic situations.

Students:

- refine fundamental movement skills of running, throwing and jumping.
- combine fundamental movement skills to form sequences.
- apply the elements of movement to refine sequences.
- Develop ball games skills – tunnel, captain, leader.
- apply sequences to perform athletic events.



Languages: Japanese



Amazing places

In this unit, students explore different regions in Japan and describe places in their own community.

Students:

- engage with a range of texts about different places around Japan.
- explore the geography of Japan in comparison to Australia.
- use a range of language to describe various places in their community.
- analyse and understand the systems of language relating to script recognition and Japanese sentence structure.
- participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community.

Digital Technology (continued from Term 1)

Creating Digital Solutions

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

Students:

- 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.

