



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 4

Term 2, 2025

### English

#### Reporting on topics

Students engage with a variety of texts, including informative texts, with increasing complexity and technicality about topics in other learning areas.

Students read, view and comprehend texts accurately and fluently, build literal and inferred meaning, expand topic knowledge and evaluate texts.

Students compare texts from different times with similar purposes and explore how authors use text structures and language features such as headings, italics and bold text to support readers to navigate the text.

They identify visual features, e.g. images and layout that build understanding of a topic.

Students create a written and multimodal informative text for an audience.



### 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 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

#### Measurement

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



### Science

#### The water cycle

Students identify sources of water and investigate the key processes in the water cycle, including precipitation, evaporation and condensation.

They conduct investigations to understand each step in the water cycle, making predictions, recording and sharing observations and explaining their understanding using scientific vocabulary.



### 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.



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### 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.

