			Term 1		**Term 2**		**Term 3**		**Term 4**	
			Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

YEAR 4 OVERVIEW

ENGLISH YR4 — 6 hours/week

Achievement standard

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions. Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Unit Overview

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Investigating author's language in a familiar narrative Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	**Examining humour in poetry** Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.	**Exploring recounts of texts set in the past** Students listen to and read a variety of historical texts to write a literary recount set in the past from a different perspective.	**Retelling an Aboriginal peoples' and/or Torres Strait Islander peoples' story** Students listen to, read and view stories about and from Aboriginal and Torres Strait Islander histories and cultures. They demonstrate understanding by responding in writing to comprehension questions focusing on language features, themes and messages in stories.	**Examining traditional stories** Students listen to, read and view traditional stories from different cultures. They demonstrate understanding by responding in writing to comprehension questions focusing on language features, themes and messages in stories and by writing parts of traditional stories.	**Exploring a quest novel** Students listen to and read a quest novel. Through close reading, responding in a blog and mapping character development, they demonstrate understanding of the quest novel. Through an oral presentation, students explain how the author represents the main character, in an important event.	**Interpreting literary texts** Students listen to, read and view a range of nonfiction and multimodal persuasive product advertisements from different times. They demonstrate understanding of these persuasive texts through written and spoken responses. They focus on techniques and language features used to persuade the target audience.	**Designing persuasive texts** Students read and view a range of product packaging. Students demonstrate understanding through written responses to reading and viewing comprehension focusing on persuasive techniques used in breakfast cereal packaging. Students design and promote a breakfast cereal package using persuasive language and visual techniques.

MATHEMATICS YR4 — 5 HOURS/ WEEK

Achievement standard

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

Unit Overview

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Number and place value — represent, order and compare numbers, identify rules and continue 2, 3, 5 and 10 sequences, use standard and non-standard partitioning, apply and derive multiplication facts, choose and apply efficient mental strategies **Fractions and decimals** — represent and order halves, quarters and thirds **Measurement** — read, represent, convert, calculate durations, measure and compare temperature and length.	**Number and place value** — represent, order and compare numbers, identify rules and continue 2, 3, 5 and 10 sequences, use standard and non-standard partitioning, apply commutative and identity principle, choose and apply efficient mental strategies **Fractions and decimals** — represent and order halves, quarters and thirds **Chance** — describe the likelihood of events using the language of chance and order the probability of events on a continuum **Data** — collect data, construct suitable data displays and make conclusions or predictions based on the data **Algebra** — explore and describe number patterns resulting from multiplication, write number sentences and solve problems.	**Data** — planning, collecting, displaying and interpreting data **Number and place value** — representing, ordering, comparing and describing five-digit numbers **Addition and subtraction** — developing a range of mental and written strategies to solve problems and check reasonableness of solutions **Equivalent number sentences** — identifying equalities and non equalities, and using strategies to find unknowns **Money** — calculating change to the nearest 5 cents.	**Location** — using simple scale, legends and cardinal compass points to find and describe locations and pathways **Symmetry and angles** — creating symmetrical patterns, pictures and shapes and identifying angles as equal to and not equal to right angles **Multiplication and division** — investigating number sequences and developing mental and written strategies related to multiplication and division **Algebra** — exploring and describing number patterns resulting from multiplication.	**Fractions** — counting by fractions, representing fractions, investigating equivalent fractions, exploring tenths fractions **Decimal** — linking fractions to our place value system, working with tenths, comparing decimal fractions, representing and investigating decimal fractions **Number** — using standard and non-standard partitioning of whole numbers, operating on numbers, multiplying and dividing by numbers **Measurement** — identifying what we are measuring, measuring temperature, measuring length, measuring mass, measuring capacity	**Number Sense** — exploring the structure of the place value system, partitioning numbers and using a range of strategies to make calculations and solve problems **Multiplication and division** — investigating number sequences involving multiples, building a repertoire of mental and written strategies and exploring a range of methods to assist with calculations. **Area** — using informal units to measure and compare the surfaces of regular and irregular shapes **Volume** — investigating objects, making real world connections, and using informal units to order, calculate and compare.	**Chance** - Describing the likelihood of everyday events using the language of chance, ordering the probability of events on a continuum and identifying events which can affect the chance of another event occurring **Fractions and decimals** - exploring decimal numbers to hundredths, making real world connections & examining connections between fraction and decimal notation **Number**- exploring the structure of the place value system, partitioning numbers, identifying counting sequences and using a range of strategies to make calculations and solve problems **Multiplication and division** — building a repertoire of mental and written strategies, exploring a range of methods to assist with calculations.	**Data** — collecting data, constructing suitable data displays and making conclusions or predictions based on the data **Number** — investigating and using the properties of odd and even numbers, reviewing multiplication and division, solving problems involving purchases and change to the nearest five cents and applying these concepts in a variety of engaging contexts **Measurement and geometry** — converting between units of time, solving problems using am and pm notation, creating symmetrical patterns, and comparing and classifying angles as equal to and greater than a right angle, and applying these concepts in a variety of engaging contexts.

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SCIENCE YR4 — 1.75 hours /week

Achievement standard: By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions. Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.

Unit Overview:

Here today gone tomorrow
Students explore the effect of human activity, natural disasters and extreme weather that causes weathering and erosion of the earth's surface. Students relate this to their local area and to predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. Students understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

Ready, set, grow!
Students investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the environment, students predict the effect of these changes on living things and possible consequences to species survival.

Material use
This unit involves students investigating a range of physical properties of materials and considering how these influence their selection and use.

Speedy but safe
In this unit students investigate how forces affect objects through direct contact or from a distance, and relate this knowledge to the use of forces in everyday life.

TECHNOLOGY — 1hr/week

Learning Essentials:

❖ IMS 1: Resources have particular characteristics that make them more suitable for a specific purpose and context e.g. selecting and using suitable information sources to investigate a game; designing shoes and uniforms based on function and aesthetics; selecting suitable materials to create an eco-friendly compost system.

❖ IMS2: Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas e.g. circulating information using electronic or paper means; selecting suitable equipment that conducts heat when melting resources

HISTORY YR4 — 1hours/week

Achievement standard: By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.
Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Unit Overview/ Essential Learnings:

HISTORY UNIT 1: Investigating the impact of colonisation
Inquiry question/s: Link to English: Unit 3 and Unit 4
What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?
What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?
In this unit students:
• recognise Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians
• appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples
• investigate the histories, cultures and daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others
• pose questions about the effect of colonisation, particularly the arrival of early traders, explorers and settlers on Aboriginal peoples and Torres Strait Islander peoples
• use provided sources to identify points of view and examine the impact of these interactions on families and the environment
• describe the experiences of a group over time identifying events that brought change. C&I 1-3

HISTORY UNIT 2: Investigating European exploration and the movement of peoples
Inquiry question/s:
How and why do people choose to remember significant events of the past?
What is the nature of the contribution made by different groups and individuals in the community?
In this unit students
• investigate the celebration and commemoration of significant events in their lives, their local community and other places around the world
• use provided sources to examine the significance of these celebrations and commemorations from a range of perspectives including Aboriginal peoples and Torres Strait Islander peoples and other identified cultural groups linked to the history of the local area
• pose questions about the enduring significance of these events, particularly through the use of symbols and emblems
• recognise the historical features and diversity of their community
• appreciate the remains of the past in the local area through a focus on events celebrated by the community and the contributions of different groups to the community. C&I 1-3

The Arts YR4 — 1.25hrs/week

Essential Learnings:

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VISUAL ARTS

❖ VA1: Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns e.g. using light colours to bring objects forward in a painting, while using dark colours to make objects recede
❖ VA2: Continuous, broken & hatched lines are used to create balance, contrast, space and patterns e.g. using broken and hatched marks to show contrast of light and dark.

DANCE

❖ D 1: Gross and fine motor movements, including loco motor and non – loco motor , are used to create actions for short movement sequences e.g. jumping and rotating hands at the wrist
❖ D3: Simple rhythmic patterns are used for timing of movements in short movement sequences e.g. moving to a simple 2/4 and 4/4 time signatures

DRAMA

❖ DR1: Role and status of relationships can be maintained using movement, including posture, gesture and body position & expression of voice e.g. moving, speaking and reacting differently as a king, compared with as a servant.

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HPE YR4 — 2hrs/week — Essential Learnings

Personal Development

- ❖ PD1: Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments *e.g. having positive experiences with others, fulfilling responsibilities and achieving aspirations enhance self-image and self-esteem.*
- ❖ PD3: Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups *e.g. interactions with others can be enhanced by being assertive without being aggressive, by expressing feelings in a manner that does not offend or bully, and by respecting cultural celebrations*

Health

- ❖ H2: Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity *e.g. eating a particular food because people like the taste, their friends eat it and their family buys it; people participating in a sporting or recreational activity because people enjoy it, their friends participate, it is culturally accepted, they can access facilities, and participation makes them feel energetic.*
- ❖ H3: Individual and group action can promote health and wellbeing, including and safety *e.g. being active for 30 minutes per day; wearing a bicycle helmet when cycling to protect the head from injury; providing playground shade structures to protect children from sunburn*
- ❖ H4 Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels. *e. .g eating vegetables, fruit, dairy products, cereals, legumes and meats inappropriate amounts, and limiting 'extra' foods.*

SOSE YR4 — 2 hrs/week

PLACE AND SPACE
Environments are defined and changed by interactions between people and places.
- ❖ PS5: Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator) countries, regions, continents, climatic zones.
- ❖ PS6: Maps have basic spatial concepts that describe locations and direction, including north orientation and four compass points, symbols and a legend or key.

CULTURE AND IDENTITY
Communities contain cultures and groups that contribute to diversity and influence cohesion.
- ❖ CI3: Aboriginal people and Torres Strait Islander people have distinctive social organisation languages and lifestyles
  e.g. importance of elders; over 250 languages linked to specific groups and places; distinctive foods and medicines.

POLITICAL AND ECONOMIC SYSTEMS
Communities have developed decision-making systems that include principles and values formed over time.
- ❖ PES3: Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups
  e.g. a local land-care group working to solve local environmental problems; a local group participating in reconciliation initiatives.

PLACE AND SPACE
Environments are defined and changed by interactions between people and places.
- ❖ PS1: Environment are defined by physical & human dimensions
  e.g. the Lockyer Valley contains mountain ranges and tributaries to the Brisbane River, farmland, and small townships.
- ❖ PS4: Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours.

Language

Expressing and developing ideas
- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research
- building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics
- Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters
- using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk')
- using visual knowledge (for example diphthongs in more complex words and other ambiguous vowel sounds, as in 'oy', 'oi', 'ou', 'ow', 'ould', 'u', 'ough', 'au', 'aw'); silent beginning consonant patterns (for example 'gn' and 'kn')
- applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping'
- Recognise homophones and know how to use context to identify correct spelling
- using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two'

Suggested Framework from C2C

Unit 1	Adding inflectional endings no change	Unusual plurals and past tense	Compound words Suffixes –ful, -less, -ness, -ment	Diphthongs 'oi' 'oy' 'ould' 'u' 'oo'	Final digraphs – tch and ch
Unit 2	Silent letters	Diphthongs 'oi' 'oy' 'ow' 'ou'	Vowel patterns in accented syllables	Vowel patterns in accented syllable	Consolidation
Unit 3	Inflectional endings – changing final /y/ to /i/ and doubling consonant at syllable break	Two syllable homographs	Final sounds /le/ and /el/	Final sounds /il/ and /al/	Prefixes - /un/, /re/, /dis/, /mis/
Unit 4	Comparatives	Final syllables -et and -it	Final syllables -er, -ar, -or	Suffixes –tion, -ish, -ous, -ey, -y	Consolidation
Unit 5	Homophones	Prefixes over-, under- Suffixes –ward Compound words	Final sounds -dge and -ge	Final sounds -ture, -sure	Adding final -ion
Unit 6	Hard and soft /c/	Hard and soft /g/	Prefixes in-, im-, for-, en-	Suffixes –ful, -ly, -ness	Consolidation
Unit 7	Diphthongs 'ou' 'ow' 'ough' 'au' 'aw'	Open and closed syllables	Open and closed syllables	Words ending with /e/ - long vowel	More complex silent letters
Unit 8	Greek and Latin roots - mag, dec, tele, aud	Greek and Latin roots – dentis, duo, multi	Greek roots – milli, kilo, cent	Dictionary skills Word games	Consolidation