Parent Curriculum Guide
2016 Year 4

Class teachers
Mr Terry Kruger
Mrs Juanita Sanders
Mrs Louise McKenna
Religious Education Overview

Overview: The Year 4 Religion curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.

Religious Knowledge & Deep Understanding

In Year 4, students develop their understanding of God’s Word in Scripture as they use the Bible’s referencing system to locate books, people, places and things in the Bible and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit, to learn about the Christian belief that God, as Trinity, is relational in nature. They investigate the significance of community for Christians through an exploration of the Decalogue, the writings of St Paul, and Jewish communities in first century Palestine. They broaden their understanding of the importance of the Sacraments of the Church, especially the Sacraments of Healing. Students examine community prayers of blessing, intercession and petition.

Religious Skills

- Students identify some features of text organisation used in the Bible.
- Identify and explain language features of parables.
- Make connections between the wisdom of St Paul about living in community and their own experience.
- Compare and contrast features of Jewish worship in the world of first century Palestine.
- Identify words, actions and symbols used in the Sacrament of Anointing and make connections to Jesus’ ministry of healing.
- Develop historical narratives about some key events and people’s experiences in the early Church in Australia.
- Make connections between the Decalogue and their own experiences.
- Create prayers (petition, blessing and intercession) using appropriate prayer structure.
<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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<tr>
<td><strong>Language Variation and Change</strong></td>
<td><strong>Literature and Context</strong></td>
<td><strong>Texts in Context</strong></td>
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<tr>
<td>- Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)</td>
<td>- Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</td>
<td>- Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</td>
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<tr>
<td><strong>Language for Interaction</strong></td>
<td><strong>Responding to Literature</strong></td>
<td><strong>Interacting with Others</strong></td>
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<td>- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1448)</td>
<td>- Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</td>
<td>- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</td>
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<tr>
<td>- Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</td>
<td>- Use metalinguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1600)</td>
<td>- Use interaction skills such as acknowledging another’s point of view and responding to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</td>
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<tr>
<td><strong>Text Structure and Organisation</strong></td>
<td><strong>Examining Literature</strong></td>
<td><strong>Interpreting, Analysing, Evaluating</strong></td>
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<tr>
<td>- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</td>
<td>- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605)</td>
<td>- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</td>
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<td>- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)</td>
<td>- Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)</td>
<td>- Read different types of texts by combining contextual, semantic, grammatical and phonetic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)</td>
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<tr>
<td>- Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)</td>
<td>- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</td>
<td>- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</td>
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<td>- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</td>
<td>- Create literary texts by developing storylines, characters and settings (ACELT1794)</td>
<td><strong>Creating Texts</strong></td>
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<tr>
<td><strong>Expressing and Developing Ideas</strong></td>
<td><strong>Creating Literature</strong></td>
<td>- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</td>
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<tr>
<td>- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)</td>
<td>- Create literary texts that explore students’ own experiences and imagining (ACELT1607)</td>
<td>- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</td>
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<td>- Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)</td>
<td>- Create literary texts by developing storylines, characters and settings (ACELT1794)</td>
<td>- Write using clearly-formed joined letters, and develop increased fluency and automatically (ACELY1696)</td>
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<td>- Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</td>
<td><strong>Phonics and Word Knowledge</strong></td>
<td>- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)</td>
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<tr>
<td>- Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</td>
<td>- Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)</td>
<td>- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</td>
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<td>- Incorporate new vocabulary from a range of sources into students’ own texts including vocabulary encountered in research (ACELA1498)</td>
<td>- Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)</td>
<td>- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</td>
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<td><strong>Phonics and Word Knowledge</strong></td>
<td>- Understand how to use phonics knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)</td>
<td>- Write using clearly-formed joined letters, and develop increased fluency and automatically (ACELY1696)</td>
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# YEAR 4 – MATHEMATICS OVERVIEW

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
<th>Proficiencies</th>
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<tbody>
<tr>
<td><strong>Number and Place Value</strong></td>
<td><strong>Using Units of Measurement</strong></td>
<td><strong>Chance</strong></td>
<td><strong>Understanding:</strong> making connections between representations of numbers, partitioning and combining numbers flexibly extending place value to decimals, using appropriate language to communicate times, using informal units for comparing, and describing properties of symmetrical shapes</td>
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<tr>
<td>Investigate and use the properties of odd and even numbers</td>
<td>Use scaled instruments to measure and compare lengths, masses, capacities and temperatures</td>
<td>Describe possible everyday events and order their chances of occurring</td>
<td><strong>Fluency:</strong> recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data</td>
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<tr>
<td>Recognise, represent and order numbers to at least tens of thousands</td>
<td>Compare objects using familiar metric units of area and volume</td>
<td>Identify everyday events where one cannot happen if the other happens</td>
<td><strong>Problem Solving:</strong> formulating, modelling and recording authentic situations involving operations, comparing large numbers and time durations, and using properties of numbers to continue patterns</td>
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<tr>
<td>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</td>
<td>Convert between units of time</td>
<td>Identify events where the chance of one will not be affected by the occurrence of the other</td>
<td><strong>Reasoning:</strong> using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.</td>
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<tr>
<td>Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9</td>
<td>Use am and pm notation and solve simple time problems</td>
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<tr>
<td>Recall multiplication facts up to 10 x 10 and related division facts</td>
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<tr>
<td>Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder</td>
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<tr>
<td>Fractions and Decimals</td>
<td>Shape</td>
<td>Data Representation and Interpretation</td>
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<tr>
<td>Investigate equivalent fractions used in contexts</td>
<td>Compare the areas of regular and irregular shapes by informal means</td>
<td>Select and trial methods for data collection, including survey questions and recording sheets.</td>
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<tr>
<td>Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line</td>
<td>Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies</td>
<td>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values. Evaluate the effectiveness of different displays in illustrating data features including variability</td>
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<tr>
<td>Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation</td>
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<tr>
<td>Money and Financial Mathematics</td>
<td>Location and Transformation</td>
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<tr>
<td>Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</td>
<td>Use simple scales, legends and directions to interpret information contained in basic maps</td>
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<tr>
<td>Use equivalent number sentences involving addition and subtraction to find unknown quantities</td>
<td>Create symmetrical patterns, pictures and shapes with and without digital technologies</td>
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<tr>
<td>Patterns and Algebra</td>
<td>Geometric Reasoning</td>
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<tr>
<td>Explore and describe number patterns resulting from performing multiplication</td>
<td>Compare angles and classify them as equal to, greater than or less than a right angle</td>
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<tr>
<td>Solve word problems by using number sentences involving multiplication or division where there is no remainder</td>
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| 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.
We depend on plants for the oxygen we breathe, many foods, fibres, building materials, medicines and fuels, and for the pleasures of beautiful flowers. Agriculture, horticulture, forestry, conservation of natural habitats and gardening all require an understanding of plants.

Students' beliefs about flowering plants will be challenged as they work through hands-on activities. Students will develop a sense of wonder and appreciation of plants as they investigate the process of germination, the stages in a plant's life cycle and what plants need for growth.

**Science Overview**

**Physical Sciences – Smooth Moves**

Why do balls roll? Why do apples fall from trees? Why do some things slide across ice but not on carpet? What makes our bikes stop when we brake? We use all types of forces including friction, gravity and pushes and pulls when we exercise, ride bicycles and drive cars. Engineers and scientists use their knowledge of forces and motion to design things for our homes, work and school.

**Biological Sciences – Plants in Action**

We depend on plants for the oxygen we breathe, many foods, fibres, building materials, medicines and fuels, and for the pleasures of beautiful flowers. Agriculture, horticulture, forestry, conservation of natural habitats and gardening all require an understanding of plants.

Students' beliefs about flowering plants will be challenged as they work through hands-on activities. Students will develop a sense of wonder and appreciation of plants as they investigate the process of germination, the stages in a plant's life cycle and what plants need for growth.
New materials have revolutionised modern life. Plastics have been used instead of glass in bottles and windows, and even instead of metals in aeroplanes. Lighter, stronger, warmer fabrics have made extreme weather conditions more comfortable. Designers incorporate new materials in clothes and bags to better suit our needs. Materials scientists are now researching materials that have desirable properties but which have less impact on the environment.

This unit provides opportunities for students to develop an understanding of the properties of materials and how they relate to use. Through investigations, students explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

We live in a world that is constantly changing. Even things that we might consider immovable such as mountains or rock formations are gradually changing, sometimes with processes that are visible in our lifetimes. The modifications might affect us either through catastrophic events such as landslides or through gradual processes that change the quality and composition of soils we rely upon for sustenance.

This unit provides opportunities for students to explore how natural processes and human activity shape their surroundings. Students’ understanding of soils, rocks and landscapes and how they change over time is developed through hands-on activities and student-planned investigations. Students also investigate factors that affect the erosion of soils.
The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s.

Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

The key inquiry questions at this year level are:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

### Historical Knowledge and Understanding

The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment

### Historical Skills

Sequence historical people and events

Use historical terms like colonisation and transportation

Pose a range of questions about the past

Locate relevant information from sources provided

Identify different points of view

Develop texts, particularly narratives

Use a range of communication forms (oral, graphic, written) and digital technologies.
The Earth’s environment sustains all life focuses on developing students’ understanding of sustainability which is about the ongoing capacity of the environment to sustain human life and wellbeing. Students recognise that people have different views on how sustainability can be achieved. They learn that sustainability means more than the careful use of resources and the safe management of waste, and they develop their understanding of the concept by exploring some of the other functions of the environment that support their lives and the lives of other living things. They investigate the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place and their past and present views on the sustainable use of resources. Students’ mental maps of the world and their understanding of place are further developed through learning the location of the major countries in South America and Africa and investigating their types of natural vegetation and native animals on those continents.

The inquiry process provides opportunities to consider the sustainable use of environments and resources and to apply this information to develop a plan for appropriate action that people could take to improve environmental quality.

The key inquiry questions for Year 4 are articulated below.

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

### Geographical Knowledge and Understanding

The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents

The importance of environments to animals and people, and different views on how they can be protected

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources

The natural resources provided by the environment, and different views on how they could be used sustainably

The sustainable management of waste from production and consumption

### Geographical Inquiry and Skills

**Observing, questioning and planning**
- Develop geographical questions to investigate

**Collecting, recording, evaluating and representing**
- Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet
- Represent data by constructing tables and graphs
- Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance

**Interpreting, analyzing and concluding**
- Interpret geographical data to identify distributions and patterns and draw conclusions.

**Communicating**
- Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology

**Reflecting and responding**
- Reflect on their learning to propose individual action in response to a contemporary geographical challenge
# Year 4 Health and Physical Education Overview

## Personal, Social and Communal Health

### Being Healthy, Safe and Active
- Explore how success, challenge and failure strengthen identities (ACPPS033)
- Explore strategies to manage physical, social and emotional change (ACPPS034)
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
- Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)

### Communicating and Interacting for Health and Wellbeing
- Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)
- Investigate how emotional responses vary in depth and strength (ACPPS038)
- Discuss and interpret health information and messages in the media and internet (ACPPS039)

### Contributing to Healthy and Active Communities
- Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
- Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)
- Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)

## Movement and Physical Activity

### Moving Our Body
- Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
- Practise and apply movement concepts and strategies with and without equipment (ACPMP045)

### Understanding Movement
- Examine the benefits of physical activity to health and wellbeing (ACPMP046)
- Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)
- Participate in physical activities from their own and other cultures (ACPMP108)

### Learning Through Movement
- Adopt inclusive practices when participating in physical activities (ACPMP048)
- Apply innovative and creative thinking in solving movement challenges (ACPMP049)
- Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)
Year 4 students will continue using the rhythms and pentatonic scale covered in Year 3 to sing, play and write on the Music Staff. They will play a variety of songs with up to 5 notes on the recorder, using the notes G, A, B, C and D. The children will conduct songs in 3’s and 4’s and will perform in parts with canons and ostinato.

Parents also have the opportunity to arrange for their child to participate in Siena’s Instrumental music program. To arrange for your child to learn to play a musical instrument, please contact Todd Wynyard at sienamusic@bne.catholic.edu.au