

**OXENFORD STATE SCHOOL YEAR 4 CURRICULUM OVERVIEW 2023**

Learning Areas	SEMESTER 1		SEMESTER 2		
	Term 1	Term 2	Term 3	Term 4	
<b>ENGLISH</b>	<p><b>The Twits: A New Trick</b> (Based on C2C Unit 1)</p> <p>Students read The Twits, 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.</p>	<p><b>Eliza Bird: A child convict</b> (Based on C2C Unit 4)</p> <p>Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. This unit links to HASS Unit 1 (History).</p>	<p><b>Let's Travel to Brazil Information Report</b></p> <p>Students listen to, read and research about the popular features and activities in Brazil, e.g. The Amazon, cities, food, celebrations, famous landmarks, animals, nature. They create a digital information report <i>This unit links to HASS Unit 2 (Geography)</i></p>	<p><b>Sell your Cereal! (or game)</b> (Based on C2C Unit 6)</p> <p>Students identify persuasive language features and devices used in advertising. They design a digital product package (cereal box or game) to present to an audience of peers as a sales pitch to sell their product demonstrating an understanding of persuasive language features and devices.</p>	<p><b>Make me laugh! Poetry</b></p> <p>In this unit 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.</p>
	<p><b>Writing</b> Imaginative response Students create an imaginative new chapter for a book.</p>	<p><b>Reading</b> Short Answer Students read and respond to historical texts <b>Writing- Spoken Text</b> Students write a speech as a convict about their life</p>	<p><b>Writing- Multimodal Text</b> Students design a digital information report with pictures</p>	<p><b>Writing and Speaking</b> <b>Persuasive Speech</b> Students write and present a persuasive speech <b>Reading Comprehension</b> Short Answer Students read and comprehend an imaginative text</p>	(Monitoring Unit)
<b>MATHEMATICS</b>	<p><b>Chance and Data</b> Identifying and explaining <b>chance</b> events <b>Number</b> Recalling and using <b>multiplication</b> and <b>division</b> facts <b>Measurement and Geometry</b> Interpreting simple <b>maps</b> and classifying <b>angles</b>,</p>	<p><b>Number</b> <i>Using the properties of odd and even numbers</i> <b>Number</b> <i>Recognising and locating fractions</i> <b>Measurement and Geometry</b> <i>Length and Area</i></p>	<p><b>Data</b> Collecting and Analysing Data Sets <b>Number</b> Connecting decimals and fractions <b>Measurement</b> Time units and duration</p>	<p><b>Number</b> <i>Solving money problems</i> <b>Measurement and Geometry</b> <i>Symmetry</i></p>	
	<p><b>Recalling and using multiplication and division facts</b> <b>Short answer questions</b> Students recall multiplication and division facts, identify and explain unknown quantities and solve problems using appropriate strategies for multiplication and division.</p> <p><b>Identifying and explaining chance events</b> <b>Short answer questions</b> Students identify dependent and independent events and explain the chance of everyday events occurring. <b>Mapping Task (Gnomeland)</b> <b>Short answer questions</b></p>	<p><b>Number and Algebra Task</b> <b>Short answer questions</b> Recalling multiplication and division facts and Using the properties of odd and even numbers</p> <p><b>Comparing areas and using measurements</b> <b>Short answer questions</b> Students compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length. Students recall multiplication and division facts</p>	<p><b>Recognising and locating fractions</b> <b>Short answer questions</b> Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts. <b>Unit 4: Connecting decimals and fractions</b> <b>Short answer questions</b> Students demonstrate and explain the connections between fractions and decimals to hundredths.</p> <p><b>Investigating time</b> <b>Short answer questions</b> Students use simple strategies to reason and solve a measurement inquiry question</p> <p><b>Analysing data</b> <b>Short answer questions</b> Students define the different methods for data collection and representation, and evaluate their effectiveness. Students construct data displays from given or collected data</p>	<p><b>Symmetry</b> Investigation</p> <p><b>Solving purchasing problems</b> <b>Short answer questions</b> Students solve simple purchasing problems including the calculation of change.</p>	

	Earth and Space Sciences	Biological Sciences	Chemical Sciences	Physical Sciences
SCIENCE	<b>Unit 1 - Here today, gone tomorrow</b> In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.	<b>Unit 2 - Ready, set, grow!</b> In this unit students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment.	<b>Unit 3 - Material use</b> In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.	<b>Unit 4 - Fast forces!</b> In this unit students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely collect data.
	<b>Investigating soil erosion</b> <i>Assignment / Project</i> Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.	<b>Mapping life cycles and relationships</b> <i>Research</i> Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.	<b>Investigating properties affecting the use of ochre</b> <i>Supervised assessment</i> Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.	<b>Investigating contact and non-contact forces</b> <i>Experimental investigation</i> Students conduct an investigation about how contact and non-contact forces are exerted on an object. Students design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.
HASS	<b>Unit 1: Australia before, during and after European settlement</b> In this unit, students: <ul style="list-style-type: none"> <li>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 <i>terra nullius</i>.</li> <li>analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment</li> <li>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</li> <li>investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>examine the purpose of laws and distinguish between rules and laws</li> <li>explore the diversity of different groups in their local community</li> <li>consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul>		<b>Unit 2: Using places sustainably</b> In this unit, students: <ul style="list-style-type: none"> <li>explore the concept of 'place' with a focus on Africa and South America</li> <li>describe the relative location of places at a national scale</li> <li>identify how places are characterised by their environments</li> <li>describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments</li> <li>propose actions for caring for the environment and meeting the needs of people.</li> </ul>	
	<b>Assessment task - Australia before, during and after European settlement</b> <b>Portfolio</b> Students explain aspects of life in Australia, before, during and after European settlement.		<b>Assessment task - Using places sustainably</b> <b>Report</b> Students conduct an inquiry to answer the following question: How can people use environments more sustainably?	

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Learning Areas	SEMESTER 1	SEMESTER 2
HEALTH	<p><b>HEALTH</b></p> <p><b>Unit 4: Netiquette and online protocols</b></p> <p>Students examine and interpret health information about cybersafety 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 local resources to support their safety.</p>	<p><b>HEALTH</b></p> <p><b>Making healthy choices</b></p> <p>In this unit students will identify strategies to keep healthy and improve fitness. They will explore the <i>Australian guide to healthy eating</i> and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.</p>
	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Unit 2: Athletic Spectacle</b></p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Unit 3: Bat, catch, howzat!</b></p> <p>Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games</p>
THE ARTS	<p><b>MUSIC</b></p> <p><b>Unit 1: Let's Celebrate, Let's Remember</b></p> <p>In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p><b>Assessment</b> will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• communicate about the music they listen to, make and perform, and where and why people make music</li> <li>• improvise, compose, and arrange music</li> <li>• perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play</li> </ul>	<p><b>MUSIC</b></p> <p><b>Unit 2: Songs of Australia</b></p> <p>In this unit, students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.</p> <p><b>Assessment</b> will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• communicate about the music they listen to, make and perform, and where and why people make music</li> <li>• improvise, compose, and arrange music</li> <li>• perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play</li> </ul>
	<p><b>DRAMA</b></p> <p><b>UNIT 2 - Country/Place</b></p> <p>In this unit, students explore connection to Country/Place through Dreaming stories and 'Before Before' Time stories as stimulus</p> <p><b>Assessment</b> Student Portfolio</p>	<p><b>VISUAL ARTS</b></p> <p><b>Unit 1 - Dragon Dreams</b></p> <p>In this unit, students will work individually and collaboratively to plan and create an' art piece that communicates their feelings.</p> <p><b>Assessment</b> Student Portfolio</p>
	<p><b>TECHNOLOGIES</b></p> <p>Students will be explaining how products are designed to best meet the needs of communities and their environments. Students will be creating a coloured room that will help students understand how environmental factors can influence colours used by people.</p> <p><b>Assessment</b> Student Portfolio</p>	<p><b>TECHNOLOGIES</b></p> <p>Students will investigate how people use resources and the management of waste. They will propose actions for caring for the environment and meeting the needs of people.</p>

