

# OXENFORD STATE SCHOOL YEAR 4 CURRICULUM OVERVIEW 2024

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1 Sell your Merch	Term 2 Convict Day	Term 3 Topic of Interest	Term 4 Australian Authors
ENGLISH	Students identify persuasive language features and devices used in advertising. They design a product package to present to an audience of peers as a sales pitch to sell their product demonstrating an understanding of persuasive language features and devices.	Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. Students describe how ideas are developed through characters and events and how texts reflect contexts. They compare texts from different times with similar purposes and their depictions of events  <i>This unit links to HASS Unit 1 (History).</i>	Students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers.  Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary.  Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts.  Students use texts as models to create and present a report	Students engage with a variety of texts for enjoyment, including short chapter fiction books, picture books, print, digital and oral texts. Texts include classic or contemporary literature by Australian and world authors, including texts from and about Asia and the oral narrative traditions and literature of First Nations Australians. Texts describe sequences of events and unusual happenings and support or extend students as independent readers.  Students use these texts as models to create imaginative adaptations.
	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>
MATHEMATICS	<b>Students have opportunities to develop understandings of:</b> <b>Number</b> <i>Using the properties of odd and even numbers</i> <b>Chance and Data</b> Identifying and explaining <b>chance</b> events <b>Measurement and Geometry</b> Interpreting simple <b>maps</b> and classifying <b>angles</b> ,	<b>Students have opportunities to develop understandings of:</b> <b>Number</b> <i>Recognising and locating fractions</i> <b>Measurement and Geometry</b> <i>Length and Area</i>	<b>Students have opportunities to develop understandings of:</b> <b>Data</b> Collecting and Analysing Data Sets <b>Number</b> Connecting decimals and fractions <b>Measurement</b> Time units and duration	<b>Students have opportunities to develop understandings of:</b> <b>Number</b> <i>Solving money problems</i> <b>Measurement and Geometry</b> <i>Symmetry</i> <b>Number</b> Recalling and using <b>multiplication</b> and <b>division</b> facts
	<b>Number and Algebra Task</b> <b>Short answer questions</b> Using the properties of odd and even numbers  <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>	<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>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	<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.  <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  <b>Investigating time</b> <b>Short answer questions</b> Students use simple strategies to reason and solve a measurement inquiry question	<b>Solving purchasing problems</b> <b>Short answer questions</b> Students solve simple purchasing problems including the calculation of change.  <b>Symmetry</b> Investigation  <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.

SCIENCE	<b>Earth and Space Sciences</b> <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>Biological Sciences</b> <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>Chemical Sciences</b> <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>Physical Sciences</b> <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.	<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>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 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..
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?	
HEALTH	<b>HEALTH</b> <b>Unit 4: Netiquette and online protocols</b> 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.		<b>HEALTH</b> <b>Making healthy choices</b> 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.	
PHYSICAL EDUCATION	<b>PHYSICAL EDUCATION</b> <b>Unit 2: Athletic Spectacle</b> Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.		<b>PHYSICAL EDUCATION</b> <b>Unit 3: Bat, catch, howzat!</b> 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	
THE ARTS	<b>MUSIC</b> <b>Unit 3: Musical Characters and Action</b> In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. <b>Assessment</b> will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression</li> <li>collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas</li> <li>describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition.</li> </ul>		<b>MUSIC</b> <b>Unit 1: Let's Celebrate, Let's Remember</b> 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. <b>Assessment</b> will gather evidence of the student's ability to: <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>	

	<b>DRAMA</b>	<b>VISUAL ARTS</b>
	<b>UNIT 2 - Country/Place</b> In this unit, students explore connection to Country/Place through Dreaming stories and 'Before Before' Time stories as stimulus <b>Assessment</b> Student Portfolio	<b>Unit 1 - Dragon Dreams</b> In this unit, students will work individually and collaboratively to plan and create an' art piece that communicates their feelings. <b>Assessment</b> Student Portfolio
<b>TECHNOLOGIES</b>	<b>TECHNOLOGIES</b>	<b>TECHNOLOGIES</b>
	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. <b>Assessment</b> Student Portfolio	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.