



Year 4 Curriculum Guide

2020



OLIVET CHRISTIAN COLLEGE

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ENGLISH

Course Description

The English curriculum is built around the three interrelated strands of *Language, Literature and Literacy*.

In *Language*, Year 4 students understand that Standard Australian English is one of the many dialects used in Australia. They understand that texts can vary in complexity depending on the audience, topic and purpose and learn about quotation marks, nouns, adverb and verb groups and prepositional phrases. Students also incorporate new vocabulary and understand how to use letter patterns and phonic knowledge to read and write.

In *Literature*, Year 4 students discuss different texts and share their point of view. They consider how authors and illustrators make stories exciting and create their own literary texts.

In *Literacy*, Year 4 students compare the language features of earlier texts to contemporary texts. They plan, rehearse and deliver presentations and read different types of texts while using comprehension strategies. Students plan, draft and publish imaginative, persuasive and informative texts and edit their work. They also write using joined letters and use software to edit and publish different texts.

Aims

- Understand that texts have different text structures depending on purpose and context
- Explain how language features, images and vocabulary are used to engage the interest of audiences
- Describe literal and implied meaning connecting ideas in different texts
- Fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words
- Express preferences for particular types of texts
- Respond to others' viewpoints
- Listen for and share key points in discussions
- Use language features to create coherence and add detail to their texts
- Understand how to express an opinion based on information in a text
- Create texts that show understanding of how images and detail can be used to extend key ideas
- Create structured texts to explain ideas for different audiences
- Make presentations and contribute actively to class and group discussions, varying language according to context
- Demonstrate understanding of grammar, select vocabulary from a range of resources
- Use accurate spelling and punctuation, re-reading and editing work to improve meaning

Topics:

- Writing (Narrative, Persuasive, Poetry, Informative)
- Reading
- Spelling
- Grammar
- Speaking and Listening
- Literacy PACEs (1041, 1042, 1043, 1044)

Time Allocation

- 10 periods per week

Assessment

- Bookwork
- Reading Comprehension Assessment
- Oral Comprehension Assessment
- Spelling Tests (weekly)
- Topic Activities
- Literacy PACE Tests (1041, 1042, 1043, 1044)

MATHS

Course Description

The Mathematics curriculum consists of the following three strands: *Number and Algebra*, *Measurement and Geometry* and *Statistics and Probability*.

In *Number and Algebra*, Year 4 students investigate odd and even numbers, recall multiplication facts up to 10×10 and use place value to at least tens of thousands. They use strategies to solve multiplication and division problems and can give monetary change to the nearest five cents. Students also work with fractions and decimals, solve word problems and find unknown quantities in number sentences.

In *Measurement and Geometry*, Year 4 students measure and compare lengths, masses, capacities and temperatures and use metric units of area and volume. They compare the areas of regular and irregular shapes, describe two dimensional shapes and convert between units of time using am and pm. Students also interpret information on maps, create symmetrical pictures, shapes and pictures and compare and classify angles.

In *Statistics and Probability*, Year 4 students describe the possibility of events and consider events which do and don't affect the outcomes of each other. They collect data, present it using displays such as tables, column graphs and picture graphs and then evaluate the effectiveness of these displays.

Aims

- Choose appropriate strategies for calculations involving multiplication and division
- Recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places
- Solve simple purchasing problems
- Identify and explain strategies for finding unknown quantities in number sentences
- Describe number patterns resulting from multiplication
- Compare areas of regular and irregular shapes using informal units
- Solve problems involving time duration
- Interpret information contained in maps
- Identify dependent and independent events
- Describe different methods for data collection and representation, and evaluate their effectiveness
- Use the properties of odd and even numbers
- Recall multiplication facts to 10×10 and related division facts
- Locate familiar fractions on a number line
- Continue number sequences involving multiples of single digit numbers
- Use scaled instruments to measure temperatures, lengths, shapes and objects
- Convert between units of time
- Create symmetrical shapes and patterns
- Classify angles in relation to a right angle
- List the probabilities of everyday events

- Construct data displays from given or collected data

Topics

- Whole Numbers and Place Value
- Decimals
- Addition and Subtraction (Written and Mental Methods)
- Angles
- Location and Transformation
- Chance
- Multiplication and Division
- Fractions
- Patterns and Algebra
- Money
- Time
- Data
- Measurements Units
- Shape

Time Allocation

- 8 periods per week

Assessment:

- Topic Activities
- Mathematics Tests

Math PACE Tests (1043, 1046, 1047, 1048, 1049, 1050)

SCIENCE

Course Description

In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. 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. They understand that some systems change in predictable ways, such as through cycles and apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

Aims

- Apply the observable properties of materials to explain how objects/materials can be used
- Describe how contact and non-contact forces affect interactions between objects
- Discuss how natural processes and human activity cause changes to Earth's surface
- Describe relationships that assist the survival of living things
- Sequence key stages in the life cycle of a plant or animal
- Identify when science is used to understand the effect of their actions
- Follow instructions to identify investigable questions about familiar contexts
- Make predictions based on prior knowledge
- Describe ways to conduct investigations
- Safely use equipment to make and record observations with accuracy
- Use provided tables and column graphs to organise data and identify patterns
- Suggest explanations for observations and compare their findings with their predictions
- Suggest reasons why a test was fair or not
- Use formal and informal ways to communicate their observations and findings

Topics

- Life Cycles
- Living Things and their Environment
- Earth's Changing Surface
- Natural and Processed Materials
- Force

Time Allocation

- 1 period per week

Assessment

- Unit Tests
 - Projects
 - Bookwork
- Participation

HASS

Course Description

The Year 4 HASS curriculum includes the following subject areas: *History, Geography and Civics and Citizenship*.

In *History*, Year 4 students study the diversity of Aboriginal and Torres Strait Islander Peoples, their connection to place and their contact with other societies. Through a study of navigation and exploration, students come to learn about Australia's early colonisation and develop understandings about contact between societies its effects on people and their environments.

In *Geography*, Year 4 students explore the features and functions of environments that support humans and other living things. They examine the use and management of resources and waste, and views about how to achieve sustainability, including the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place. Students also expand their knowledge of the world by exploring the main countries and characteristics of South America and Africa.

In *Civics and Citizenship*, Year 4 students study the role of their local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. They also explore cultural diversity in their community, in particular, how belonging to different groups can shape personal identity.

Aims

- Recognise the significance of events in bringing about change and the importance of the environment
- Explain how and why life changed in the past and identify aspects of the past that have remained the same
- Describe the experiences of an individual or group in the past
- Describe and compare the diverse characteristics of different places at local to national scales
- Identify the interconnections between components of the environment and between people and the environment
- Identify structures that support their local community
- Recognise the importance of laws in society
- Describe factors that shape a person's identity and sense of belonging
- Identify different views on how to respond to an issue or challenge
- Develop questions to investigate
- Locate and collect information and data from different sources, including observations to answer questions
- Distinguish between facts and opinions and detect points of view when examining information
- Interpret data and information to identify and describe distributions and simple patterns and draw conclusions
- Share their points of view, respecting the views of others

- Sequence information about events and the lives of individuals in chronological order with reference to key dates
- Sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions
- Reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action
- Present ideas, findings and conclusions using discipline-specific terms in a range of communication forms

Topics

History

- Diversity of Australia's First Peoples
- Famous Explorers
- First Fleet

Geography

- Africa and South America
- Importance of Environments
- Sustainability

Civics and Citizenship

- Community (cultural, religious and social groups)
- Local Government
- Rules VS Laws

Time Allocation

- 2 periods per week

Assessment

- Unit Tests
- Projects
- Bookwork
- Participation

VISUAL ART

Course Description

At Years 3 and 4 in Visual Arts, students undertake units of work that focus primarily on learning to express ideas through visual representations. They investigate art concepts such as symbolism and explore a range of art media and techniques. This usually includes working with a selection from an array of potential subject matter in the disciplines of visualisation and observation drawing using pencils and felt-tip markers. Students progress to painting with watercolours and explore oil pastel resist techniques. Within a 2-year cycle, they may at times diversify into basic printmaking. Students also explore techniques and processes, making decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They gain practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

Aims

- Have opportunities to explore a variety of art media and develop their skills
- Learn to communicate their ideas through visual representations
- Can identify stylistic features of other cultures and art movements
- Consider the viewpoints of others and how these ideas can influence their own work
- Develop their own personal style of artwork and the connection to their own uniquely created identity
- Discuss the artistic intentions behind their own work and respond to content and ideas in the work of others
- Develop problem solving and critical thinking skills as they seek to improve their work practices
- Use a range of presentation skills to plan and display their work
- Understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- Recognise and develop their own God-given ability to be creative

Topics

- Visualisation Drawing & Observational Drawing
- Watercolour Painting
- Acrylic Painting
- Printmaking

Time Allocation

- 2 periods per week

Assessment practice:

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks
- Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style in their work.

MUSIC

Course Description

Students extend their understanding of the elements of music as they develop their aural skills. They match pitch and show the direction of a tune with gesture or drawings. Students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music. Students listen as performers and as an audience, extending their awareness of themselves and others as performers and as an audience.

Aims

- Read notes on the Treble clef
- Identify dotted notes and rests
- 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
- Collaborate to compose sound, silence, tempo and volume in music that communicates ideas
- Demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression

Topics

- Notes and Rests (quaver, crotchet, minim, semibreve)
- Dotted Notes and Rests
- Time Signatures (2/4, 3/4, 4/4)
- Treble Clef
- Form
- Romantic Period
- Music Appreciation
- Singing
- Music Composition

Time Allocation

- 1 period per week

Assessment

- Performances
- Musical Compositions
- Topic quizzes
- Participation
- Classroom activities

LOTE - AUSLAN

Course Description

As students progress through the Third and Fourth Years, students continue to participate in classroom routines and structured interactions with teachers and peers. They continue to learn new signs relating to familiar topics, and to use the Auslan alphabet to replace either proper nouns that have no sign equivalent (student names etc.), or signs which have yet to be learnt. Students are encouraged to use actions other than signs (non-manual features), to describe information such as size and shape, and to use face expression to express feelings and emotions. Students also are encouraged to create their own imaginative texts, and to present these texts to the class with support. Students are taught the relationship between language and culture, and how Auslan has become an integral part of what it means to be Deaf in Australia today.

Aims

- To encourage students to use visual communication in the classroom
- To be able students to use Auslan during familiar classroom routines
- To express feelings and emotions using visual language and non- manual features
- To translate simple signed texts into English (written or verbal)
- To recognise the different ways Deaf community members communicate with each other, and with the wider hearing community.

Topics

- Greetings
- Colours
- Numbers (1 to 1000)
- Weather
- Time
- Holidays
- Animals

Time Allocation

- 1 period per week

Assessment

- Participation in visual communication activities
- Completion of topic related crafts
- Participation in classroom activities
- Ability to understand and follow basic visual instructions
- Formative assessment and observation

TECHNOLOGY DIGITAL

Course Description

Students review and expand on their knowledge of digital systems. They define simple problems and record simple solutions to problems through text and diagrams. Students describe their own algorithms that support branching (choice of options) and user input. Their solutions are implemented using appropriate software including visual programming languages that use graphical elements rather than text instructions. They explain, in general terms, how their solutions meet specific needs and consider how society may use digital systems to meet needs in environmentally sustainable ways.

Aims

- Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes
- Explain how the same data sets can be represented in different ways
- Define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input
- Explain how the solutions meet their purposes
- Collect and manipulate different data when creating information and digital solutions
- Safely use and manage information systems for identified needs using agreed protocols
- Describe how information systems are used

Topics

- Exploring Microsoft Word (review)
- Exploring Microsoft PowerPoint (review)
- Online Safety
- Input, Output and Storage
- Algorithms
- Codes and Symbols

Time Allocation

- 1 period per week

Assessment

- Unit Tests
- Group/Individual Learning Tasks

HEALTH

Course Description

The Year 3 and 4 course allows students to further develop their knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older. Students develop knowledge, understanding and skills that supports them to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

Aims

- To develop an appreciation of the marvellous bodies that God has created as our abode.
- To develop a healthy lifestyle.
- To contribute to a healthy lifestyle both as individuals and as a group.
- To learn to make wise choices with our health and lifestyle.

Topics

- Empathy
- Respect
- Emotions
- This is Me and Others
- Being Active and Sustainable
- I'm a Success
- Coping with Change
- My Wellbeing
- Food and Health

Time Allocation

- 1 period per week

Assessment

- General observation of completed tasks
- Involvement in discussions
- Attitudes displayed during class

PHYSICAL EDUCATION

Course Description

Students learn a range of fundamental motor skills and movement skills through a wide range of activities. These skills provide the platform for learning sports specific skills throughout their schooling. Students learn that our bodies are a wonderful gift from God and that there are many ways in which we can strengthen, protect and preserve this gift through participating in activities that promote physical fitness and wellbeing. They also examine messages related to health decisions and describe how to help keep themselves and others healthy and safe.

Aims

- To acquire, apply and refine skills, techniques and concepts of sport in order to respond confidently and competently in a variety of settings
- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To improve social confidence and competence in small and large group activities
- To develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- To understand the importance and benefits of physical activity, and how to take care of the bodies God has given us

Area of Study

- Fundamental Motor Skills
- Swimming and water safety
- Athletics
- Fitness Training
- Movement
- Gymnastics
- Cross Country
- District Schools Sports Days
- Skill that support Major Games
- Sports - Football, Tennis, Hockey, Cricket, Basketball, Netball, Soccer, T-ball, Rounders
- Health

Time Allocation

- sessions per week