

Year 4: Australian National Curriculum

AUSTRALIAN CURRICULUM LEARN OVERVIEW - YEAR FOUR																
ENGLISH																
LANGUAGE	Language variation & change 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	Language for social interaction 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 students' own views and reporting them to a larger group	Evaluative language Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Purpose, audience & structures of different types of texts Understand how texts vary in complexity and technically depending on the approach to the topic, the purpose and the intended audience	Text cohesion Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	Punctuation Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	Concepts of print & screen Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	Sentence & clause level grammar Understand that the meaning of sentences can be enriched through the use of expanded noun groups/phrases and verb groups/phrases and prepositional phrases	Word level grammar Understand how adverb groups (phrases and prepositional phrases) work in different ways to provide circumstantial details about an activity	Visual language 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	Vocabulary Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Spelling Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters	Spelling Recognise homophones and know how to use context to identify correct spelling	LITERATURE	How texts reflect the context of culture & situations in which they are created Make connections between the ways different authors may represent similar storylines, ideas and relationships	Personal responses to the ideas, characters and viewpoints in texts Discuss literary experiences with others, sharing responses and expressing a point of view
	LITERACY	Texts & the contexts in which they are used Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	Listening & speaking interactions Use interaction skills such as acknowledging another's point of view and linking students' response 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	Oral presentations Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	Purpose & audience Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Expressing preferences & evaluating texts Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	Features of literary texts 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	Language devices in literary texts (including figurative language) Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example onomatopoeia, personification, neologisms and puns	Reading processes Read different types of texts by combining contextual, semantic, grammatical and phonological knowledge using text processing strategies, for example monitoring meaning, cross checking and rereading	Comprehension strategies Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Creating texts 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	Editing Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Handwriting Write using clearly-formed joined letters, and develop increased fluency and automaticity		Use of software Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and paste visual, print and audio elements	Creating literary texts Create literary texts that explore students' own experiences and imaginations
MATHEMATICS																
PROFICIENCY STRANDS	Understanding	Fluency	Problem Solving	Reasoning	The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.											
NUMBER & ALGEBRA	Number and Place Value Investigate and use the properties of odd and even numbers	Recognise, represent and order numbers to at least tens of thousands	Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems	Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9	Recall multiplication facts up to 10 x 10 and related division facts	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Fractions and Decimals Investigate equivalent fractions and in context	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line	Money and Financial Mathematics Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies							
	Patterns and Algebra Explore and describe number patterns resulting from performing multiplication	Solve word problems by using number sentences involving multiplication or division where there is no remainder	Use equivalent number sentences involving addition and subtraction to find unknown quantities	STATISTICS & PROBABILITY Describe possible everyday events and order their chances of occurring	Identify everyday events where one event happens if the other happens	Identify events where the chance of one will not be affected by the occurrence of the other	Data Representation and Interpretation Select and find methods for data collection, including survey questions and recording sheets	Construct suitable data display, 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								
MEASUREMENT & GEOMETRY	Using units of Measurement Use scaled instruments to measure and compare lengths, masses, capacities and temperatures	Compare objects using familiar metric units of area and volume	Convert between units of time	Use am and pm notation and solve single time problems	Shape Compare the areas of regular and irregular shapes by informal means	Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies	Location and Transformation Use simple scales, legends and directions to interpret information contained in basic maps	Create symmetrical patterns, pictures and shapes with and without digital technologies	Geometric Reasoning Compare angles and classify them as equal to, greater than or less than a right angle	Evaluate the effectiveness of different displays in illustrating data features including variability						
SCIENCE																
SCIENCE UNDERSTANDING	Living things Living things, including plants and animals, depend on each other and the environment to survive	Biological Sciences	Chemical Sciences	Earth and Space Sciences	Physical Sciences	SCIENCE AS A HUMAN ENDEAVOUR YR 3&4	Nature and Development of Science	Use and Influences of Science								
SCIENCE INQUIRY SKILLS YR 3&4	Questioning and Predicting With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge	Planning and Conducting Suggest ways to plan and conduct investigations to find answers to questions	Evaluating Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate	Processing and Analysing Data and Information Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends	Communicating Compare results with predictions, suggesting possible reasons for findings	Reflect on the investigation, including whether a test was fair or not	Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports									
HISTORY: First Contacts																
KEY INQUIRY QUESTIONS	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?										
HISTORICAL KNOWLEDGE & 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 YR 3&4	Chronology, Terms and Concepts Sequence historical people and events	Use historical terms	Historical Questions and Research Pose a range of questions about the past	Identify sources	Analysis and Use of Sources Locate relevant information from sources provided	Perspectives and Interpretations Identify different points of view	Explanation and Communication Develop texts, particularly narratives Use a range of communication forms (oral, graphic, written) and digital technologies									
GEOGRAPHY																
KEY INQUIRY QUESTIONS	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 & 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 types of natural vegetation and the significance of vegetation to the environment and to people		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 Yrs 3-4	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, measuring, or from sources such as maps, photographs, satellite images, the media and the internet	Interpreting, analysing 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 and identify the expected effects of the proposal											
GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES																
GENERAL CAPABILITIES	Literacy LIT	Numeracy NUM	ICT Competence ICT	Critical and Creative Thinking CCT	Ethical Behaviour ETH	Personal and Social Competence PAS	Intercultural Understanding ICU	General capabilities are represented within and across the learning areas to different degrees.								
CROSS-CURRICULUM PRIORITIES	Aboriginal and Torres Strait Islander histories & cultures ATSI		Asia & Australia's engagement with Asia ASA	Sustainability SUS	Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.											

Visual literacy prompts every day with random scenes /images on Interactive whiteboard at check in: Prompt questions:

Think about three questions:

- What is going on in this picture
- What do you see that says that?
- What more can you find/ see?

Once the group are confident get a student to choose an image each day and choose an Inquiry question with more depth.

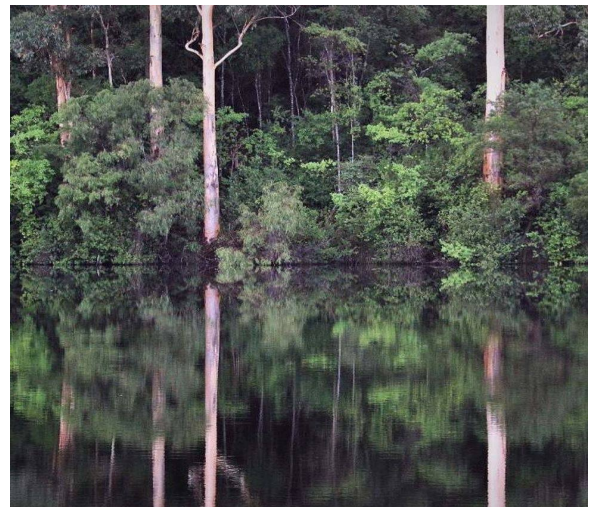
Inquiry:

1. Close your eyes. Imagine a beautiful scene in Australia. A really calm, fresh, memorable scene. Create it. Using any art materials you can find. Take some time to draw, colour, create it. It can be in the country, in the bush on a farm, in the forest, in a town or the city, anywhere. Use your imagination. You have ½ hour to create this.

In Australia..... anywhere.



A beautiful scene



2. Talk to your classmates about your beautiful scene.

Think about WWWW and H.

Where is it in Australia? Who lives there? What is happening? What season is it? Are there birds or animals? People? What sounds could be heard? What time of day?

Describe your scene in beautiful language.

3. Now... think of your beautiful scene being utterly destroyed... completely. Take a breath!

Draw the scene again but make it a devastating mess... use your imagination again. Look at your beautiful picture and destroy the scene. Take ½ hour to create this scene with your colours/ paint crayons pens. Create a list of 20 words that go with your scene that has been destroyed. e.g Upside down, topsy turvey, burnt, drowned, flooded, singed, destroyed, crushed, slammed etc.,

4. Put your beautiful scene alongside the next image that you created of it destroyed. What has happened here? What has occurred in between these scenes? Use your imagination again. Talk about it with your colleague .

5. Think about what has occurred to your beautiful scene. Start thinking about a series of 6/7 events that led to that final scene. Backward map. What happened? Was there a fire? Did the scene flood? What about a tsunami? How did it all begin? Where did it start and how did the disaster unfold? What happened first? Then?

6. Choose a location in Australia for your disaster: Map it. Find out a little bit more about the location.

7. Define a Natural disaster: What is it?

Then look at your art creations and identify what natural disaster has taken place?

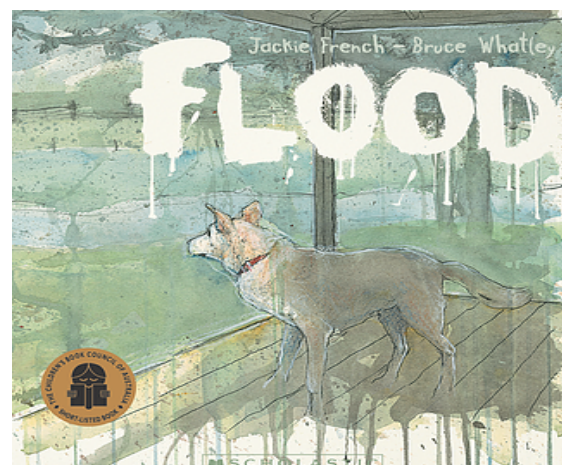
8. This is where you will have to start your research.....in pictures and words.

So, your inquiry might be:

“ How does a Bushfire disaster start?” OR “ What causes a flooding disaster?” OR

What is the impact of a Natural disaster on the environment and the life surrounding it? OR...

9. Read the texts Fire and Flood by Jackie French and Bruce Whatley



Think about the descriptive language that she uses to describe both fire and floods.

Think about the images that Bruce creates to record the stories in such a simple

uncomplicated way.....using a dog. How does he use the dog in Flood to tell the story?

Listen to the poem by Dorothea Mackeller written in 1905: 'My country' : verses 2,3,4and 5

*I love a sunburnt country,
 A land of sweeping plains,
 Of ragged mountain ranges,
 Of droughts and flooding rains.
 I love her far horizons,
 I love her jewel-sea,
 Her beauty and her terror -
 The wide brown land for me!*

*A stark white ring-barked forest
 All tragic to the moon,
 The sapphire-misted mountains,
 The hot gold hush of noon.
 Green tangle of the brushes,
 Where lithe lianas coil,
 And orchids deck the tree-tops
 And ferns the warm dark soil.*

*Core of my heart, my country!
 Her pitiless blue sky,
 When sick at heart, around us,
 We see the cattle die -
 But then the grey clouds gather,
 And we can bless again
 The drumming of an army,
 The steady, soaking rain.*

*Core of my heart, my country!
 Land of the Rainbow Gold,
 For flood and fire and famine,
 She pays us back threefold -
 Over the thirsty paddocks,
 Watch, after many days,
 The filmy veil of greenness
 That thickens as we gaze.*

8. Effect on the environment. Think about the natural characteristics of the environment you have chosen.....What did the event impact upon?

Flood	Bushfire

9. Think about what signals the wildlife would have had that a disaster was looming. What could they be? Are there any natural signals that we as humans may not notice? How do the wildlife prepare? Can they? Do they? What do you think? What about the forests

Go back to your beautiful scene. Think hard about what might have occurred first in the unfolding of the disaster?

10. What happens during the duration of the fire / flood?

Where do the animals go?

What about the trees/ bushes /plants?

What can they do to ensure that they are not wiped out... can they regenerate?

{The story of the seed...through a bushfire? Life cycle of a plant?}

11. Tell the story of the bushfire or the flood from your beautiful scene to the devastation on page 8 in 6 frames... perhaps in 6 different mediums.

12. After the event: What happens next?

How do the humans feel??

What do they need?

Stories of human endeavor are everywhere as a result of a Natural disaster. Ask people if they know some of these stories... Create some interview questions.

13. Ask the Emergency response people to come in to talk. What questions will you ask?

What is needed afterwards....make a list.

Cleanup of the mess...power? water? food? safety, a bed?

14. Think about environments for people, wildlife..... what do they need to rebuild ??

15. What help is needed?.. Who provides this help?

What agencies would become involved?..... What can you find out about Non-profit organizations that provide support after Natural disasters.

