### Year 4

#### Term/Unit 1: Environmental Impact

**Overview:**
This term we use the properties of odd and even numbers, continue number sequences involving multiples of single digit numbers and recall multiplication facts to 10 x 10 and related division facts. We’ll choose appropriate strategies for calculations involving multiplication and division, recognise common equivalent fractions in familiar contexts and locate familiar fractions on a number line. We’ll make connections between fraction and decimal notations up to two decimal places.

**Text types:**
INFORMATIVE texts
nonfiction texts (e.g. reports, manuals/procedures, pamphlets, documentaries, web-based articles, etc.)

**Assessment:**
Focused analysis of individual reports will target 1. knowledge and understanding of how informative/instructional texts work and are designed. 2. development of skills to produce informative texts

**Workbook:**
Modelling; multiple ways of engaging with the text type; using the text type within an integrated context eg Science and Science and SCIENCE

**Performance:**
Workbook, immersion into text types, discussion, Australian identity

**Learning:**
Learning is based on and supported by local issues, situations and content. Local identities assist with the Unit. Face to face and hands on interaction throughout.

**Prior Learning:**
Prior learning will support this culminating Unit.

**Biography:**
Biography. Questions and Responses developed by individual students. Reflective practices.

**Texts:**
* traditional oral texts including Aboriginal stories, picture books, simple chapter books, film, dramatic performances, texts and used texts by students as models for constructing their own work

**Aesthetics:**
AESTHETIC / REFLECTIVE texts, e.g.
* rhyming verse, poetry, song lyrics, dramatic performances (Eisteddfod)
* extracts from memoirs, autobiographies, biographies

**Mathematics AC**

#### Term/Unit 2: Exploring Africa and South America

**Overview:**
This term we use the scaled instruments to measure temperatures, lengths, shapes and objects, convert between units of time and solve problems involving time duration. We’ll compare areas of regular and irregular shapes using informal units and create symmetrical shapes and patterns.

**Text types:**
IMAGINATIVE texts, e.g.

**Assessment:**
Focused analysis of individual's understanding of features of ballads, narratives and plays e.g. structure, character, setting, language elements and themes. Performance

**Workbook:**
Workbook immersion into text types, discussion, Australian identity

**Performance:**
Learning is based on and supported by local issues, situations and content. Local identities assist with the Unit. Face to face and hands on interaction throughout.

**Prior Learning:**
Prior learning will support this culminating Unit.

**Biography:**
Biography structure is outlined under prescribed headings. Prior learning will support this culminating Unit.

**Texts:**
* rhyming verse, poetry, song lyrics, dramatic performances (Eisteddfod)
* extracts from memoirs, autobiographies, biographies

**Aesthetics:**
AESTHETIC / REFLECTIVE texts, e.g.

**Mathematics AC**

#### Term/Unit 3: Waste Not - Want Not

**Overview:**
This term we solve simple purchasing problems, describe number patterns resulting from multiplication and identify unknown quantities in number sentences. We’ll interpret information contained in maps and classify angles in relation to a right-angle.

**Text types:**
PERSUASIVE texts, e.g.

**Assessment:**
Local area focus. Students produce a persuasive text related to a local health issue.

**Workbook:**
Learning is based on and supported by local issues, situations and content. Local identities assist with the Unit. Face to face and hands on interaction throughout.

**Performance:**
Biography, Questions and Responses developed by individual students. Reflective practices.

**Texts:**
* traditional oral texts including Aboriginal stories, picture books, simple chapter books, film, dramatic performances, texts and used texts by students as models for constructing their own work

**Aesthetics:**
AESTHETIC / REFLECTIVE texts, e.g.

**Mathematics AC**

#### Term/Unit 4: Heroes from History

**Overview:**
This term, we'll create work that describes/reflects upon our own experiences and what we have learned this year. We'll use a variety of reading strategies to infer the deeper meaning (subtext) of descriptive and reflective texts such as poetry. We'll play with the combination of language and poetic devices, then combine speech, text, images and audio effects in presentations to be shared with others.

**Text types:**
PERSUASIVE texts, e.g.

**Assessment:**
Biography. Questions and Responses developed by individual students. Reflective practices.

**Workbook:**
Biography structure is outlined under prescribed headings. Prior learning will support this culminating Unit.

**Performance:**
Biography, Questions and Responses developed by individual students. Reflective practices.

**Texts:**
* rhyming verse, poetry, song lyrics, dramatic performances (Eisteddfod)
* extracts from memoirs, autobiographies, biographies

**Aesthetics:**
AESTHETIC / REFLECTIVE texts, e.g.

**Mathematics AC**
### Course Overview:
Students will know the location of major countries in South America and Africa and describe their natural vegetation and native animals. Students will describe and compare characteristics of places and identify the patterns of interconnections between people and the environment. Students will explore the custodial rights and responsibilities of Aboriginal and Torres Strait people. Students show the characteristics and location of places in simple graphic forms, including maps that use the cartographic conventions of scale, legend, title and north point, compass direction and distance. How does a particular environment support the lives of people and other living things? 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. These investigations will further inform students' understanding the concepts of place, space, environment, interconnection, sustainability, scale and change. Students, using World Book Online and other resources, will investigate at least 2 countries from each continent. They will do so by posing geographical questions and construct a retrieval chart to direct their investigations. They will interpret data on maps and in images and establish relationships between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge. They will share and reflect on their findings. In some circumstances these reflections will involve posing action to resolve a specific sustainable problem - endangered wildlife for example. It is important to note that while this unit will contain opportunities for inquiry based learning, teacher intervention will provide geographical skill development that has not yet been attained, since this is a new curriculum area. Modelling, the use of maps, graphic organisers and explicit teaching will all be utilised to assist student to attain the specific geographical skills required at this stage of their learning.

### Key Sources of Geographical Data:
- Google Earth
- Atlas
- Google
- World Book Online
- National Geographic website
- Flashmaps Website
- Ducksters website
- CIA website

- Geography Essentials 2 p22-39 (Info and activities)
- Building Global Awareness (activities)
- Atlas, world maps and globes, climactic maps, www.listofcountriesoftheworld.com
- www.cia.gov
- www.worldbookonline.com

- YouTube Links
- Stanthorpe Recycling Centre
- School Bins
- Council personnel
- Tables, Graphs and Surveys
- Letter of Request
- Google Earth

### Thinking Tools and Graphical Organisers:
- cause and effect chart (impact)
- PCQ Extension (evaluation of proposed action)
- Retrieval Chart - a graphic organiser for organising and categorising data using headings or key concepts
- Compare and Contrast
- Cause and effect chart (impact)

### Assessment Ideas:
- Students DRAW a Map to show characteristics of a place (school playground). Using GRID REFERENCES identify the location of places. Provide DIRECTIONS on the location of a treasure in the playground using both grid references and distance.
- Students will gather and present information that highlights the importance of natural environments on the lives of people. They will investigate 2-4 countries on the continents of Africa and South America and present findings through comparison and contrast, focussing on differences in climate, vegetation, fauna and as a result - lifestyle of the people in these regions.

- Using worksheet, students categorise the rubbish under headings (Data recording) and represent this data in a graphic format. Analyse and interpret the data collected according to the graph. Discuss results and action. Write a letter of request to Council for recycling bins for our school.

### History AC
Title: A Good Find
Forever Changed

### Fieldwork and Local Resources:
- local refuse and recycling centre
- Stanthorpe Recycling Centre
- YouTube links

The Earth sustains all life and that we are responsible for continuing this sustainability. The Earth has a responsibility to provide and we have a responsibility to care for the Earth. Students recognise the importance of the environment and identify ways to respond to the geographical challenge of waste management in our school environment. Students develop questions on waste management and investigate and collect and record information and data. After their findings, students explore different ways of managing waste sustainably including the principles of reduce, reuse, replace and recycle and propose individual action.
## Course Overview:

In the unit "A Good Find," Year 4 will explore World Navigation prior to 1800 and focussing on the voyages of Captain James Cook and the discoveries therein. Students will develop an understanding of the nature of the first contacts between Europeans and Indigenous groups, particularly Aboriginal and Torres Strait Island peoples.

In the Unit, "FOREVER CHANGED," the Year 4's will be immersed in the Aboriginal culture to experience their diversity and longevity and their connectedness to Country and Place as it applies to their daily lives. Students will also become familiar with stories of The First Fleet including reasons and experiences. They will understand the nature of contact between Aboriginal people and others the effects of these interactions on their lives.

## Primary Source Document Focus:

Primary documents including oral histories, letters, maps, journal entries, Captain’s log, Art Works

## Thinking Tools and Graphic Organisers:

- Bloom’s Taxonomy
- 6 Thinking Hats
- Question Web
- SW’s and H
- Think, Pair, Share

## Assessment Ideas:

Investigation and inquiry of the impact of EXPLORATION and subsequent CHANGE from a World perspective.

Before and After Chart from the PERSPECTIVE of Captain Cook and the PERSPECTIVE of Aboriginal and Torres Strait Islander People (Model Christopher Columbus prior to Students performing the task.)

Task overview - Written and Oral Recounts.

The Written Recount will be in the form of a Journal Entry depicting the facts and the feelings of a person arriving on the First Fleet e.g. convict, marine, soldiers, Governor Phillip and free settler.

The Oral Recount will be from the perspective of an Aboriginal person of the Eora group relating back to their family group their perspectives upon interaction with the European settlers.

Other skills will be assessed using activities from Australian History Series "First Contacts".

John Marsden’s novel "The Rabbits" will be used as an engagement resource for the Assessment Task. Prior to the task, students will construct a scenario that will provide a background and develop a character based on factual sources regarding early Aboriginal and European contact.

## Local Resources:

- Science AC Title: Smooth Moves Beneath Our Feet Plants in Action Package It Better

---

Printed 7/02/14 8:18 AM

Page 3 of 4
Course Overview:

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.

The Smooth moves unit is an ideal way to link science with literacy in the classroom. It provides students with the opportunity to explore forces and motion. Through hands-on activities students identify forces that act at a distance and those that act in direct contact and investigate how different-sized forces affect the movement of objects.

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.

The Beneath our feet unit is an ideal way to link science with literacy in the classroom. It 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.

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.

The Plants in action unit is an ideal way to link science with literacy in the classroom. 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.

Packaging has become a huge industry in the modern world. Everything from food to furniture can come in a package which might be made from materials such as metal foil or plastic film - materials that didn’t exist even a few decades ago. Packages need to protect and preserve contents while being economical, attractive for marketing purposes and preferably having minimal environmental impact. Little wonder that they are often the product of imaginative design and rigorous testing.

The Package it Better unit links science and technology with literacy in the classroom. It provides opportunities for students to develop an understanding of the design of packages and the choice of appropriate materials to use. They design and test a package that will safely deliver a fragile gift. Through investigations students observe and gather information about what makes a successful package.