

# Year 4, Term 2, Curriculum Overview for Parents

Below is a summary of the learning that is expected to be taught this term. Coverage of all learning will be monitored and adjusted by teachers to reflect the 2024 cohort of student in this year level.

English			Mathematics				
<p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Figurative Language</li> <li>Compare and Contrast</li> <li>Predicting</li> </ul> <p><b>Guided Reading Activities:</b></p> <ul style="list-style-type: none"> <li>Reader's Theatre</li> <li>Book Study</li> <li>Fluency Practice</li> <li>Game/Task on Strategy</li> <li>Literacy Pro</li> <li>Strategies to Achieve Reading Success - STARS</li> </ul> <p><b>Novel Study</b></p> <p>Tales of a Fourth Grade Nothing by Judy Bloom Charlotte's Web by EB White</p>	<p><b>Writing</b></p> <p>At Hocking Primary School, we use Talk4Writing across the school.</p> <p><b>Poetry</b></p> <p>Alliterative poems</p> <p><b>Persuasive Writing</b></p> <p>Spy Gadget Persuasive Advertisement</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>South Australian Font Guided Practice</li> </ul>	<p><b>Spelling</b></p> <p>Prefixes and Suffixes -ing -er -ed</p> <p><b>Sounds Write</b></p> <p>/n/ /er/ /v/ /oo/ /j/ /g/</p> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Capital letters &amp; Full stops</li> <li>Commas</li> <li>Apostrophes</li> <li>Question Marks</li> <li>Nouns: Proper, Collective, Pronouns</li> <li>Adjectives</li> <li>Verbs/ Adverbs</li> <li>Imperative and High Modality Verbs</li> </ul>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Fractions- proper and decimal</li> <li>Number Patterns</li> <li>Addition, Subtraction, Multiplication and Division</li> </ul> <p><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>Time measurement</li> <li>Using units of measure – length, perimeter, area</li> <li>Angles</li> </ul>	<p><b>Statistics and Probability:</b></p> <ul style="list-style-type: none"> <li>Data representation and interpretation</li> </ul> <p><b>Problem Solving Strategies:</b></p> <ul style="list-style-type: none"> <li>CUBES Strategy</li> <li>Word problems involving Addition and Subtraction.</li> </ul> <p><b>Mental Computation Strategies:</b></p> <ul style="list-style-type: none"> <li>3 x Sessions Weekly</li> </ul> <p><b>Vocabulary:</b></p> <p>Algorithm, multiplication, division, mental and written strategies, digital, analogue, estimation, AM, PM, area, perimeter, length, millimetre, centimetre, metre, fact families, factor, multiple, denominator, numerator, improper, mixed fraction, converting</p>			
HASS	Health and Physical Education		Science	LOTE	Technologies	The Arts	
<p><b>HISTORY</b></p> <p>World Explorers: The impact of exploration and colonisation upon different groups of people.</p> <ul style="list-style-type: none"> <li>Life in Britain in the 1700s</li> <li>First Fleet</li> <li>Impact of colonisation on Indigenous Australians</li> </ul>	<p><b>Health</b></p> <p><b>Protective Behaviours:</b></p> <ul style="list-style-type: none"> <li>Feeling Safe</li> <li>Early Warning Signs</li> <li>Secrets</li> <li>Networks &amp; Persistence</li> <li>Body Ownership/ Public &amp; Private</li> <li>Personal Space/ Safe &amp; Unsafe Touch</li> <li>Assertiveness</li> </ul>	<p><b>Physical</b></p> <p><b>Locomotor skills:</b></p> <ul style="list-style-type: none"> <li>run</li> <li>sprint</li> <li>jog</li> <li>skipping</li> <li>kick</li> </ul> <p><b>Swimming</b></p> <p><b>Fitness Activities</b></p> <p><b>Object control skills</b></p> <ul style="list-style-type: none"> <li>under/overarm throw</li> <li>catch</li> <li>kick</li> <li>pass</li> </ul> <p><b>Games</b></p> <p>Focus – football, and netball</p> <ul style="list-style-type: none"> <li>Introduction to game play, strategy and rules in minor games</li> </ul>	<p><b>STRAND- Physical Science</b></p> <p><i>Forces can be exerted by one object on another through direct contact or from a distance, through the context of exploring how forces affect the movement of objects around them.</i></p> <p><b>This unit provides students with hands-on opportunities to:</b></p> <ul style="list-style-type: none"> <li>exploring and representing the effects of different sized forces on rollable objects</li> <li>exploring and representing how friction affects objects when they are pushed.</li> <li>exploring and representing the force of gravity acting on objects around them</li> </ul> <p><b>Students apply their new learning by:</b></p> <ul style="list-style-type: none"> <li>planning and conducting an investigation into the effects of different sized forces on the motion of objects</li> </ul>	<p><b>Indonesian Storytelling and Language:</b></p> <ul style="list-style-type: none"> <li>Unit 1 Revision</li> <li>Unit 2- A Dream School</li> </ul>	<p><b>Digital</b></p> <p><b>Typing and Navigating Focus:</b></p> <ul style="list-style-type: none"> <li>Typing.com</li> <li>Code.org</li> <li>Word</li> <li>Google drive</li> <li>Mathletics</li> <li>Study Ladder</li> <li>Internet research skills</li> </ul> <p><b>Design</b></p> <p><b>Cooking in the Classroom:</b> In Food and fibre production, students identify consumer needs and how technology is used in food and natural fibre production or processing.</p> <p><b>Mother's Day Card</b></p> <p><b>Lego WeDo</b></p> <p><b>Design &amp; create a spy gadget</b></p>	<p><b>Music</b></p> <p><b>Skills</b></p> <p>Form (binary (AB), ternary (ABA); repeat sign (:  ); bridge; coda) texture (two or more rhythmic or melodic patterns when played together) dynamics (terminology and symbols (pianissimo (pp), fortissimo (ff)); expressive devices (smooth, short) timbre (differentiate between two or more instruments when played together)</p> <p><b>Responding</b></p> <p>Reasons why and how people make music across different cultures and times</p>	<p><b>Visual</b></p> <p>Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> <li>shape (open, closed; abstract; view from top, side, bottom; positive, negative)</li> <li>colour (monochromatic – all the colours of a single hue; colours of varying intensity)</li> <li>line (shows an edge line to indicate emotion; lines of various weights)</li> <li>space (geometric, organic; diminishing perspective)</li> <li>texture (piercing, pinching, pressing, embossing, scoring)</li> <li>value (mixing of shades) to create artwork</li> </ul> <p>Use of techniques, art processes and exploration of art forms such as monoprinting, sculpture or ceramics</p>



50 Gungurru Avenue HOCKING WA 6065  
Tel: 6207 3150  
<http://hockingsps.wa.edu.au>  
[hocking.ps@education.wa.edu.au](mailto:hocking.ps@education.wa.edu.au)

Dear Parents

On the reverse of this letter you find a summary of the Curriculum that has been planned for this term by the teachers in your child's year level. The plan has been developed to facilitate the teaching and learning expectations mandated by the **School Curriculum and Standards Authority (SCSA) as outlines in the Western Australian Curriculum**

#### **Western Australian Curriculum**

The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents. It aligns with, and contextualises the Australian curriculum to make it more suitable for Western Australian students and teachers in all the key areas of learning:

- ✓ English,
- ✓ Mathematics,
- ✓ Science,
- ✓ Humanities and Social Sciences,
- ✓ Health and Physical Education,
- ✓ Technologies,
- ✓ The Arts (Music and Visual Arts for HPS); and
- ✓ Languages (Indonesian for HPS)

For more information go to: <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser>

#### **IMPORTANT:**

Please be aware that teachers will adapt and modify the content and skills planned to accommodate the development of individual students, their class and the year level. Coverage of the curriculum, therefore, may be deferred or accelerated according to the needs of students. It is a planning goal that the curriculum for each year level is covered and that student will have many opportunities to learn the content and skills of their curriculum this year.

A new summary will be provided each term and will accommodate any curriculum content that has been deferred from the previous term.

Yours sincerely

*Mike Wills*

PRINCIPAL

14<sup>th</sup> May 2024

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*"To provide every child with opportunities to learn so they can grow to be independent, lifelong learners"*