



## YEAR 4 TERM 4 CURRICULUM 2022

At Camira State School, we are committed to inspiring and empowering our school community to achieve their potential and shape our world. We implement the Australian Curriculum and deliver a strong academic curriculum, orientated towards mastery in literacy and numeracy. During Term 4 in Year 4, the following curriculum is explicitly taught:

ENGLISH	MATHEMATICS	HASS	SCIENCE	TECHNOLOGY	THE ARTS	HEALTH & PHYSICAL EDUCATION
<p><b>Exploring advertisements</b></p> <p>Students will understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices and visual composition in advertisements and their impact on the target audience. Students will understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers.</p> <p><b>Focused teaching:</b>  <b>Types of advertisements</b></p> <ul style="list-style-type: none"> <li>Exploring advertisements</li> <li>Investigating persuasive techniques</li> <li>Examining persuasive language</li> </ul> <p><b>Persuasive techniques</b></p> <ul style="list-style-type: none"> <li>Writing an advertisement</li> <li>Examining still-image advertisements</li> <li>Analysing two still-image advertisements</li> </ul> <p><b>Assessment Tasks:</b>            Reading and viewing comprehension:</p> <p>Students identify and interpret the persuasive language features and visual elements of a product's packaging.</p>	<p><b>Units 1 &amp; 4</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li><b>Number and place value</b> — calculate using a range of mental &amp; written strategies with 2-and 3-digit numbers, recall multiplication &amp; related division facts, calculate multiplication &amp; division using a range of mental &amp; written strategies, solve problems involving the four operations.</li> <li><b>Using units of measurement</b> — use am and pm notation, solve simple time problems, use appropriate language to communicate times and compare time durations</li> <li><b>Data representation and interpretation</b> — write questions to collect data, collect &amp; record data, display &amp; interpret data</li> </ul> <p><b>Assessment Tasks:</b>  <b>Analysing Data:</b>            Students define the different methods for data collection and representation, evaluate their effectiveness and construct data displays from given or collected data.  <b>Time:</b>            Students tell time up to the nearest minute, calculate 12-hour time, duration of events and time problems.  <b>Sizzling Symmetry:</b>            Students show flip, slide and turn symmetry and identify lines of symmetry in objects.</p>	<p><b>Sustainable use of places</b></p> <p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>How can people use environments more sustainably?</li> </ul> <p>Students will:</p> <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>propose actions for caring for the environment and meeting the needs of people.</li> </ul> <p><b>Assessment Task:</b>            To investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge.</p>	<p><b>Here today, gone tomorrow.</b></p> <p>Students will explore natural processes and human activity that cause weathering and erosion of the Earth's surface.</p> <p>Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They suggest explanations for their observations and compare their findings with their predictions.</p> <p>Students discuss ways to conduct investigations and safely use equipment to make and record observations.</p> <p><b>Assessment Task:</b>            Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<p><b>What's for lunch?</b></p> <p>In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They will explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students will apply these processes and production skills:</p> <ul style="list-style-type: none"> <li>investigating by exploring traditional food and fibre production and food technologies and identifying contemporary and emerging technologies for growing food and fibre and preparing foods</li> <li>generating, developing, and communicating design ideas for a food product</li> <li>producing by working safely with tools and materials to create a food product</li> <li>evaluating design ideas and processes for the product</li> <li>collaborating as well as working individually throughout the design and production</li> <li>managing by sequencing production steps.</li> </ul> <p><b>Assessment Task</b></p> <p>Students will design and make a lunch item that includes modern and traditional technologies.</p>	<p><b>DANCE</b>  <b>Dance messages</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>improvise and structure movement ideas for dance sequences that represent a story using the elements of dance and choreographic devices</li> <li>practise technical skills safely in fundamental movements</li> </ul> <p><b>Assessment Task:</b>  <b>Collection of work:</b>            Students respond to, choreograph and perform dance by representing ideas about stories.</p> <p><b>MEDIA ARTS</b>  <b>On the cover</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas</li> </ul> <p><b>Assessment Task:</b>  <b>Collection of work:</b>            Students explore media artworks that inform the making of an electronic magazine cover that appeals to a target audience.</p>	<p><b>HEALTH</b>  <b>Netiquette and online protocols</b></p> <p>Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe.</p> <p><b>Assessment Task:</b>            Students interpret health messages related to cyber safety and discuss the influences on safe online choices.</p> <p><b>PHYSICAL EDUCATION</b>  <b>Let me entertain you</b></p> <p>In this unit, students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.</p> <p><b>Assessment Task:</b>            Students will refine the fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.</p>