Holland Park State School

2024 Year 4 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	**Unit 1 English: Exploring texts and author's language in a familiar narrative** Students discuss and comprehend a familiar narrative – "The Twits' or 'Fantastic Mr Fox' and create an imaginative adaptation developing and expanding on ideas, characters, settings and events.	**Unit 2: Making HPSS more sustainable (Linked to HASS)** Students explore characteristic features used by authors to persuade and build an argument.	**Unit 3: Traditional Tales** Students engage with a variety of texts for enjoyment and explore how characteristic and language features. Students create an imaginative text to share with an audience.	**Unit 4: Informative text** Students explore texts of topics studied in other learning areas (HASS or science). Students use texts as models to create and present a report.
Mathematics	**Number and Algebra** • Multiplying and dividing whole numbers by powers of 10 • Identifying multiplication and division patterns (2s, 4s, 3s, 5s, 10s) • Exploring equivalence • Finding unknown quantities and values • Exploring inverse relationship **Measurement and Space** • Time- units, duration, telling the time • Length **Statistics and Probability** • Identifying dependent and independent events • Predicting the likelihood of an event based on data and chance experiments • Collecting and presenting data	**Number and Algebra** • Odd and even numbers • Tenths • Fractions and decimals • Money – rounding, counting and change • Multiplication and division • Divisibility • Multiplying and dividing numbers • Solving word problem for all operations **Measurement and Space** • Shape – combined shapes and 3D objects	**Number and Algebra** • Money – calculating spending and change in financial situations • Place value to hundredths • Fractions and decimals • Creating algorithms involving a sequence of steps with technology including spreadsheeting **Measurement and Space** • Symmetry • Perimeter • Area • Right, acute, obtuse, straight, angles or reflex angles	**Number and Algebra** • Fractions and decimals • Multiplicative and division patterns **Measurement and Space** • Location on maps and plans • Using scales on maps • Using directional language • Length • Mass • Capacity **Statistics and Probability** • Comparing and ordering events from repeated chance experiments • Conducting statistical investigations • Collecting and recording data • Data displays

Science	**Unit 1: Ready, Set, Grow!** Biological Sciences Students investigate life cycles and examining relationships between living things and their dependence on the environment.	**Unit 2 AERODYNAMICS** **Forces of Flight: The paper plane challenge** **Physical Sciences** Students Investigate how contact and non-contact forces during flight (lift, gravity, thrust, drag) affect a plane's interaction with the air around it.	**Unit 3: STEM task Fancy Packs for the Sweets Pantry - Properties of Materials** Chemical Sciences Students investigate a range of physical properties of materials and considering how these influence their selection and use. Incursion - Street Science	**Unit 4: Here Today, Gone Tomorrow** **Earth and Space Sciences:** Students exploring the effect of human activity, natural disasters and extreme weather that causes weathering and erosion of the earth's surface.
Humanities and Social Sciences (HASS)	**Unit 1: How can HPSS and the local community contribute to making our world more sustainable?** Students' inquiry the question "How can HPSS and the local community contribute to making our world more sustainable?" Students compare different locations.		**Unit 2: Contested Histories** Students investigate factors that shape identity, the importance of laws, the significance of exploration, and impacts of the First Fleet.	
Health	**Unit 1: Protective Behaviour Online** Students examine and interpret health information about cyber safety, cyberbullying and online protocols.	**Unit 2: Healthy Futures** Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.	**Unit 3: Choices and behaviours** Students will investigate stereotypes. They will develop an understanding how aspects of culture, history and social expectations influence stereotypes	**Unit 4: Making Healthy Choices** Students identify strategies to keep healthy and improve fitness. They explore the Australian guide to healthy eating and the five food groups. Students learnt the importance of a balanced diet and how health messages influence food choices.
Physical Education	Students participate in a range of aquatic activities and movement challenges with a focus on stroke development and lifelong water safety skills. Students refine fundamental movement skills and investigate how they affect propulsion and efficiency through water.	Students perform a range of skills related to athletics and fundamental movement skills within performance environments.	Students are exposed to a range of direct interceptive games focusing on touch football orientated skills including passing, playing the ball, basic offence and defence. Students explore the elements of space and time to solve movement challenges.	Students perform a range of skills in aquatic activities with a focus on stroke development and Level 4/5 Royal Lifesaving Society Swim and Survival Skills. Students demonstrate a range of survival skills and sequences, rescues, self-preservation and underwater activities.
Technologies		**War on Waste – Digital Technologies** Design an interactive set of bin Design and implement (collaboratively) a digital solution for an interactive poster that will teach young students about sorting rubbish.	**Fancy Packs for The Sweets Pantry - STEM Unit Design Technologies** Students apply their understanding of the properties of materials and components to design a package for sweets.	

Languages - Japanese	**Amazing places** Students explore different regions in Japan and describe places in their own community.	**How do we celebrate?** Students use language to explore the concept of celebrations and make connections with own experiences.	**Mini chef** Students will explore the concept of eating practices. They will also look at ways of communicating about cuisine and sharing meals.	**The journey of the tale** Students will use language to explore the different representations of characters in traditional stories.
The Arts				
Music	**Unit 1: Sounds of Australia** Students become aware of the spectrum of cultural backgrounds that contribute to the diversity of Australian music, originating with our First Nations Peoples. With this knowledge, students describe where, why and/or how music is composed and/or performed across cultures and places in Australia.		**Unit 2: Sounds like I feel** Students explore a range of emotions and healthy ways to express them. They then work to create a ukulele arrangement of the song "If You're Happy and You Know It" by manipulating the elements to showcase their chosen emotion. Students describe how they used the musical elements to showcase their chosen emotion. Students share their arrangements with a prep class in an informal sing along session.	
Dance			Students participate in a dance program run by external dance instructors, Creative Dance Industries. Students perform a cultural dance, choreograph a dance for a small group and respond to dances they make, perform and view.	
Drama			**Sustainability Through the Lens of Drama** Students engage with Dreamtime stories to explore the importance of environmental stewardship and the relationship between humans and nature, culminating in activities that emphasize their role as earth guardians.	
Media Arts		**Persuade to recycle** Students explore media artworks that inform the making of an advertisement, which persuades a targeted audience to contribute to persuade the audience to recycle.		
ESAS (Entrepreneurial Sustainability and Science)	Digital technologies: Students explore sustainability issues around the school. They use Makey Makey to design an interactive digital solution for a targeted audience.			
Philosophy	Students developed their thinking skills in the class community by asking relevant questions, exploring reasons, testing criteria with counter examples, offering alternative ideas, making distinctions, and recognising assumptions.			

* Units are subject to change throughout the year