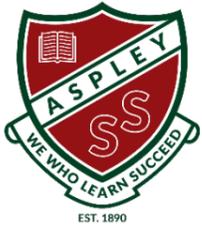


**Year 4 Aspley State School, Australian Curriculum Overview
Term 3 2022**



This curriculum overview for Term 3, 2022 is provided to parents and carers of children in Year 4. The learning occurring in the subject overviews below provides parents with an understanding of the content delivered and the assessment task that students will engage in. Overall student grades reflect how students are able to demonstrate their learning through the assessment task. For further information on the content delivered or the skills that students will be assessed against please contact your child's classroom teacher or Head of Department – Curriculum, Mrs Sally Boorer-Williams.

English

Students will read a narrative and examine and analyse the language features and techniques used by the author. Students will also read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry

Assessment: Students create an imaginative new chapter for a book and interpret and evaluate a humorous poem for its characteristic features.

Mathematics

This term students will represent and round amounts of money, calculate spending and change using a variety of methods and investigate and create symmetrical designs. They will develop and apply written methods to addition and subtraction, extend fact families for multiplication, apply place value to multiplication and division, and calculate multiplication and division problems. Students will partition to investigate fractions, convert fractions, investigate equivalent fractions, solve problems involving fractions, apply the place value system to decimals, and make connections between fractions and decimals. Students will measure length, mass and capacity, read graduated scales and compare the areas of regular shapes and measure the area of irregular shapes.

Assessment: Comparing areas of regular and irregular shapes using informal units. Using scaled instruments to measure temperature, mass, capacity and length. Ability to recall multiplication and division facts. Locating familiar fractions on a number line and recognising common equivalent fractions in familiar contexts. Using simple strategies to reason and solve a measurement inquiry question.

Science

In this unit students will investigate physical properties of materials and will develop an understanding of the properties of materials and how they relate to use. Through investigations, they will explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

Assessment: Students will investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.

HaSS

Students will consolidate the main characteristics of the continents of Africa and South America and the importance of environments, including natural vegetation, to animals and people. Students will identify the function of local government and the services it provides for people and places, and explore the importance and difference between rules and laws and how they affect the lives of people.

Assessment: Students will investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge.

Technologies

Students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. They will explore the role of people in engineering technology occupations and how they address factors that meet client needs.

Assessment: To make a pinball machine and design a games environment for its use.

The Arts

Music: This term students will extend their understanding of the elements of music as they develop their aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, timbre and rhythm patterns through singing, playing instruments, reading, notating, composing and performing a range of pieces, including in music from the local community. Students will continue studying Kodaly rhythmic patterns (ta, ti-ti, za, tika-tika, minim, semibreve), solfège melodic patterns (so, mi, la, do, re) whilst making conscious compound time rhythmic patterns and associated symbols of silence. Students will develop their knowledge of reading, writing and performing fixed letter names B, A, G and High C on Descant Recorder using the staff. Students will also focus on the Orchestra Instruments of the Woodwind Family.

Assessment: Weekly pitch-matching singing assessment (ongoing). Four rhythmic dictations up to 8 beats long. Individual recorder performance of known song reading treble clef notation B, A, G, C on the staff when ready. Individual Descant Recorder 8-16 beat Composition using treble clef notation B, A, G, High C and known rhythmic patterns.

Health and Physical Education (HPE)

Movement and Physical Activity: This term students will be learning all aspects of the game of Tee-ball. Students will need to demonstrate skills used within the game such as hitting, pitching, fielding and rules / scoring. Students will participate in a team environment and will use strategies to accomplish a desired outcome.

Assessment: Assessment will occur over a period of time during lessons, performances are observed and judgements relating to the quality of performance are made and recorded on observation records.

Health: Students will identify strategies to improve fitness and stay healthy. They will explore the Australian guide to healthy eating and the five food groups. Students will create healthy eating plans that reflect health messages.

Assessment: Students will analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity.

Japanese

In term 3, students will explore the concept of eating practices. They will look at ways of communicating about food and how meals are shared. Students will explore the traditions around cooking and eating practices in Japan. They will use a range of language to discuss and describe traditional Japanese dishes. Students will also reflect on the language and culture associated with sharing meals in in Japanese and English-speaking cultures.

Assessment: not assessed