Term 1 Curriculum Overview
Year 4 2022

	Students are learning to…	Students will demonstrate…
English	**Researching and presenting information with a message on an Endangered Animal from around the world. (linked with Science and Geography)** **Inquiry Question: How does the environment support the lives of people and other living things?** • Navigate and identify features of online texts that enhance readability including text, navigation, links, graphics and layout • Critically read and analyse scientific information linked to their chosen research topic • Pose questions to investigate people, events, places and issues • Identify the importance of environments, including natural vegetation, to animals and people • Incorporate new vocabulary from a range of sources into their own texts including vocabulary encountered in research • Inform their audience using factual information.	• Research skills; being able to find correct, trustworthy sites; navigate these sites to find the correct information and to critically read information and put it into their own words. • Their ability to pose questions and find answers • Their understanding of subject specific vocabulary and use this in their work. • An understanding of the importance of environments to the survival of selected endangered animals. • Their understanding of the language and text features of an information text • Communication skills by producing a piece of work that communicates information on a selected topic.
Maths	**<u>Number, Chance, Symmetry and Angles</u>** • Numbers to tens of thousands – identify, name, write and say 5-digit numbers, as well as partitioning 5 digit numbers • Number - use the properties of odd and even numbers • Chance – Looking at everyday events and using the chance continuum, decide on the likeness of particular events happening. • Angles - classify angles in relation to a right angle • Symmetry - create symmetrical shapes and patterns.	• Use place value strategies to identify and partition five-digit numbers • Use the properties of odd and even numbers in problem solving and checking answers 'reasonability.' • Use the 'Chance Continuum' to place everyday events onto the line. • Knowledge of angles around them and classify in relation to a right angle (larger/smaller) • Their understanding of symmetry by creating a symmetrical pattern and symmetrical shapes.
Science	**Ready, Set, Grow!** • investigate life cycles and sequence key stages in the life cycles of animals and plants • examine relationships between living things and their dependence on each other and on the environment • consider human and natural changes to the habitats, and predict the effect of these changes on living things, including the impact on life cycles and the survival of the species	**Mapping life cycles and relationships between animals and their environments** • their knowledge using life cycle diagrams and concept maps • their understanding of how relationships of living things impact on its life cycle • their understanding of how to limit or protect animals that are endangered

	• identify when science is used to understand the effect of their own and others' actions	• describing situations when science is used to understand the effect of actions, and organise and communicate findings • Their understanding by using a variety of formal and informal ways to communicate
HASS GEOGRAPHY Semester 1	Students will develop an understanding of place, space, environment, interconnection and sustainability by: • explore the features and functions of environments that support humans and other living things (environment, interconnection). • They examine the use and management of resources and waste, and views about how to achieve sustainability (environment, interconnection, sustainability) • Investigate the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place (interconnection, sustainability).	• The importance of environments, including natural vegetation, to animals and people (Through work with the Brisbane City Council) • The use and management of natural resources and waste, and the different views on how to do this sustainably (Through work with the Brisbane City Council) • The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (Creating a native garden – investigating native tree species to encourage clean water run off and native animals) • Will communicate their findings through an information text and a persuasive text, using maps and graphing information.
Health	**Netiquette and online protocols** • students examine and interpret health information about cybersafety, cyberbullying and online protocols. • They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. • They explore the importance of demonstrating respect and empathy in online relationships. • They reflect on young people's use of digital technologies and online communities, and identify resources available locally to support their safety	• An understanding of the importance of private passwords • Staying safe while online • Where to go for help when online (reporting information/seeking help from a trusted adult)