



Curriculum Overviews are an important way for our community to **BELONG, TRUST AND FLOURISH.**

- A sense of **BELONG**ing comes from the community understanding what happens in our school.
- At Bellbird Park SS, you can **TRUST** that we implement the Australian Curriculum using appropriate pedagogy for cohorts and individuals.
- Here is a summary of the teaching, learning and assessment that will help your child to **FLOURISH** in **YEAR 4, TERM 4.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Novel Study</p> <p>Through a novel study, students will identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students will read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently.</p> <p>Students will engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students will use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.</p>	<p>Assessment 4.1 Reading, viewing and comprehending imaginative texts: students will read, view and comprehend an imaginative text.</p> <p>Assessment 4.2 Writing and creating imaginative texts: students will create a written adventure narrative.</p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • draw on proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently • use algorithms to generate sets of numbers, recognising and describing any patterns that emerge • develop and use strategies for multiplication that are based on their understanding of multiplication as an operation and their knowledge of laws for arithmetic operations <p>Probability</p> <ul style="list-style-type: none"> • draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events <p>investigate variability by conducting repeated chance experiments, observing results</p>	<p>Assessment 4.1 Finding unknowns, creating algorithms and identifying emerging patterns: students will find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns.</p> <p>Assessment 4.2 Ordering likelihood of events and conducting chance experiments: students will order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results.</p>
HASS	<p>Connections to places</p> <p>In this unit students will investigate features of places and compare human and environmental characteristics of places. They will explore why some places are special to people, the interconnectedness of people, places and the environment, and the importance of using places sustainably and in ways that benefit the community.</p>	<p>Connections to places: to investigate and compare places and conduct a waste management inquiry.</p>
THE ARTS – Visual Arts	<p>Tiny Worlds</p> <p>In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.</p>	<p>Tiny Worlds - To explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.</p>

<p>HPE</p>	<p>PE – Athletic Spectacle</p> <p>In this unit students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.</p> <p>Health - Feeling Safe</p> <p>In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p>	<p>PE – Athletic Spectacle</p> <p>To create an athletic-themed sequence using fundamental movement skills and elements of movement. To perform running, jumping and throwing sequences in authentic situations. <i>Practical</i></p> <p>Health – Feeling Safe</p> <p>To investigate how emotional responses vary and understand how to interact positively with others. To use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. <i>Collection of Work</i></p>
<p>Science</p>	<p>Material Use</p> <p>In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.</p>	<p>Physical properties and purpose of familiar materials</p> <p>Activity description: Students identify physical properties of materials and objects that are made from particular materials. Students explain purposes for which materials are used, use materials and equipment safely, represent data and communicate their observations and ideas.</p>