Junction Park State School Curriculum Term Overview – Year 4

English	Science	HASS
Constructing a Persuasive Response	**Food Chains**	**People and the environment (Part 1)**
Reading and Viewing Students engage with a variety of texts that provide a stimulus for building an argument, and persuasive texts, as models for creating their own work. They also read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting. *Speaking and Listening* Students interact with others to discuss how language features, such as technical vocabulary, objective language and quotes, shape meaning. Students create their own texts to present arguments to an audience using features of voice. *Writing and Creating* Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument within a paragraph.	Students investigate different habitats, including their local habitat, to identify the roles of organisms and their feeding relationships. They categorise organisms as producers, consumers or decomposers and explain their importance within habitats. Students construct food chains to represent the feeding relationships of producers and consumers using drawings, labels, images, arrows, models or digital tools. They compare food chains to identify simple patterns and relationships in habitats, including the importance of producers. Students learn that models can be used to predict the effect of missing or malfunctioning components. They use graphs to explore the effects of changing numbers of producers or consumers in a habitat and to predict changes in the food chain as a result of introduced predators. They use scientific vocabulary to share ideas and findings about roles and feeding relationships, and communicate to the local community about the effects of introduced organisms on food chains.	Students investigate the inquiry question: ***How do people and environments influence one another?*** • draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of terra nullius. • analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment • make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia • investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people

Mathematics

Number and Algebra	Measurement and Space	Statistics and Probability
• use the properties of odd and even numbers • choose rounding and estimation strategies to determine whether results of calculations are reasonable	• recognise and create line and rotational symmetry using materials/digital software • create and interpret grid reference systems and directions to locate and describe positions and pathways	• develop and use surveys to obtain data that is directly relevant to statistical investigations

Physical Education – Specialist	Health	Languages – Japanese
Mr Massey	**Classroom Teacher**	**Mrs McDonald**
Entries and exits: Safely enter and exit shallow water using methods suitable for the water location. **Buoyancy:** Manoeuvre the body from one floating position to another. **Submergence:** Submerge the body completely in waist-deep water, eyes open and recover an object. **Swimming for survival:** Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke. **Survival sequence:** Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid. **Rescue and lifesaving:** Be rescued by grasping a rigid or non-rigid aid and being pulled to safety. **Water safety knowledge:** Describe actions to help keep themselves safe and healthy in, on and around water. Demonstrate understanding of: hazards in familiar water locations; rules for safe behaviour around the water; the signal for help; safety signage.	Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions.	**Amazing Places:** In this unit, students will explore the geography of Japan in comparison to Australia, discuss different regions and cities in Japan and describe favourite places in their own community using a variety of simple sentences. Students will: • engage with a range of texts about different places around Japan • explore the geography of Japan in comparison to Australia • use a range of language to describe various places in their community • analyse and understand the systems of language relating to script recognition and Japanese sentence structure • participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community

Technologies	The Arts	
Mr Christy	**Specialist Music – Mrs Hodgson**	**Specialist Visual Arts – Miss Susi**
This semester, students will explore how digital systems work by identifying hardware, software and peripheral devices and learning how files are created, saved and managed on desktop computers. They will practise safe, responsible and ethical behaviours when using digital systems, including recognising personal information that should be protected and understanding safe online practices. Students will collect class data, organise it into categories and represent it using tables, pictographs and simple charts, explaining patterns they observe. They will design and follow simple algorithms using sequencing and branching, and use Scratch to create a small digital solution such as a quiz, maze or interactive project. Students will test and modify their digital solutions to improve how they function.	Students will continue to practise their in-tune singing and aural skills. They will identify known rhythmic and melodic elements in music that they make and hear. Students will extend their musical literacy through further study of the recorder and will respond to music that they hear	**Carnival of Colours** The students will explore and respond to artworks by Joan Miro and Paul Klee developing their understanding of how artists use colour, line ,shape and pattern to communicate ideas. Through a range of experimental art activities students will investigate visual conventions and explain ideas and processes used in their own and others artwork. They will create individual artworks for our school fete as well as a resolved artwork inspired by these artists for a school art exhibition in late term 2.