



Overview – Year 4 – Term 4 – 2025

This overview is subject to change based on school factors and the needs and abilities of the class.

	Religious Education	Mathematics	English
	Baptism - People belong and participate in communities. - People participate in the Church through the Sacraments. - The Church celebrates the Rite of Baptism - Water is an important element in the Rite of Baptism. - The baptised person receives the gifts of faith, hope and charity. Advent - People experience seasons. - The Church celebrates liturgical seasons - Liturgical seasons are symbolised by different colours. - Advent is a season of renewal.	Number & Algebra - Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder. - Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies. - Solve word problems by using number sentences involving multiplication or division where there is no remainder. Measurement & Geometry - Use scaled instruments to measure and compare lengths, masses, capacities and temperatures. - Compare angles and classify them as equal to, greater than, or less than, a right angle. Statistics & Probability - Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values. - Evaluate the effectiveness of different displays in illustrating data features including variability.	Reading & Viewing - Make connections between the ways different authors may represent similar storylines, ideas and relationships. - Discuss literary experiences with others, sharing responses and expressing a point of view. - Use metalanguage to describe the effects of ideas, text structures and language features of literary texts. - Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension. - Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text. Writing & Spelling - Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech. - Investigate how quoted (direct) and reported (indirect) speech work in different types of text. - Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research. - Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words. - Create literary texts by developing storylines, characters and settings. - Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure. Speaking & Listening - Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. - Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. - Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences.
	Humanities & Social Sciences	Technologies	Health
	HASS Content - The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values). - The differences between 'rules' and 'laws'. - The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management). HASS Skills - Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)	Design Technologies <u>Knowledge and Understanding</u> Material and Technologies Specialisations Suitability and safe practice when using materials, systems and components for a range of purposes <u>Processes and Production Skills</u> - Define a sequence of steps to design a solution for a given task - Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms - Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions	<u>WA Curriculum Health Descriptors:</u> - Strategies that help individuals to manage the impact of physical, social and emotional changes - Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help and thinking optimistically <u>Highway Heroes</u> Module 4: Strategies for Managing Me; Mood Management & Resilience <u>Protective Behaviours:</u> Focus Area 2: Relationships - Topic 1: Rights and Responsibilities - Topic 2: Identity and Relationships

	○ Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph) ○ Develop texts, including narratives and biographies, that use researched facts, events and experiences. ○ Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) ○ Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms		● Topic 3: Power in Relationships ● Topic 4: Trust and networks		
	Auslan Students will: ○ engage in a hands-on Auslan project creating visual resources to support school communication ○ build vocabulary and signing skills through warm-up games and discussions about Auslan resources ○ collaboratively, they will design posters that show signs, learning to represent movement in static images and include all group members, create individual Auslan videos based on their posters, comparing static and dynamic sign language ○ develop skills in formal signs and non-manual features to describe people through interactive games ○ engage in Deaf awareness activities that will build empathy and understanding of the Deaf community ○ explore Auslan grammar using storybooks and videos, practicing simple sentences about themselves ○ engage in regular practice of an Auslan Christmas carol that will support fluency, culminating in a performance at the school's Carols Night This program aims to enhance Auslan skills, cultural awareness, and collaboration through meaningful learning.	Physical Education Fundamental Movement Skills: ○ Underarm/overarm throw ○ Forehand strike ○ Catch ○ Locomotor skills ○ Running ○ Jumping ○ Hopping ○ Maintaining a balanced position when performing a skills e.g. striking ○ Interpersonal skills ○ Encouraging others ○ Responsibilities of different roles - 1 – 3 bases, backstop and outfielder	Music Students focus on listening and responding to music. Specifically, they learn about music that tells a story (The Moldau by Smetana), music for a special purpose (Fireworks Music by Handel, Olympic Fanfare by John Williams, and Christmas Carols), and music from the past (Rhapsody in Blue by Gershwin). Students will: ○ Explore reasons why people make music ○ Identify different places and occasions where music is performed ○ Discover specific elements of music are used to create mood and meaning in the music they listen to and make	Science Investigating the Properties of Materials Students will: ○ Explore the properties of natural and processed materials and how these properties affect the way we use them ○ Test and compare materials for strength, flexibility, and waterproofing ○ Investigate how materials can be changed or improved to suit different purposes and how science helps people choose the best materials for everyday use ○ Build their science inquiry skills by predicting, observing, testing, and recording results while learning how materials shape the world around us	Art Students will: ○ Continue to extend their understanding of the Visual Art elements and explore ideas to develop realistic, narrative and abstract artwork ○ Focus on abstract art with a project on quirky birds ○ Be introduced to Australian and international contemporary artists and their art styles that emphasise positive and negative shapes and space ○ Use this art style as inspiration to create their own quirky bird artwork using paint ○ Be guided by techniques and processes that enable them to create original artwork ○ Practise using Visual Art terminology to reflect on how they may create purpose and meaning in their artwork