



# HILDER ROAD YEAR 4 Term 2 CURRICULUM OVERVIEW

EDUCATION IS LIFE

| English   | Mathematics   | Science  |
|---|---|--|
| <p>Learners engage with a variety of informative and descriptive texts on diverse topics. They read, view, and comprehend texts using phonics, grammar, and meaning to build understanding, infer ideas, and evaluate content.</p> <p>They compare texts from different sources, analysing structures, language features, and visual elements like headings and images. Through shared and independent writing, they create descriptive informative texts with structured paragraphs and well-linked ideas.</p> <p><b>For assessment, Learners:</b></p> <ul style="list-style-type: none"> <li>Read, view, and comprehend a descriptive informative text.</li> <li>Create a written and multimodal descriptive informative text for their peers about an Australian endangered animal.</li> </ul> | <p>Learners further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together</li> <li>use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values</li> <li>use strategies for multiplication and division based on the inverse relationship between them</li> <li>choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context</li> <li>solve everyday problems involving duration of time including converting units of time using relationships between units.</li> </ul> | <p>Learners explore plant and animal life cycles, sequencing key stages and examining relationships between living things and their environments. They predict how natural and human changes impact habitats, life cycles, and species survival.</p> <p>Learners identify how science informs actions, pose investigable questions, and make predictions. They conduct investigations safely, record accurate observations, organise data in tables and graphs, and compare findings with predictions. Finally, they communicate their observations and conclusions.</p> |
| Humanities and Social Sciences (HASS)   | The Arts (Specialist Teacher)   | Health and Physical Education (Specialist Teacher)   |
| <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>examine the impact of British colonisation and terra nullius on Aboriginal and Torres Strait Islander identities and belonging</li> <li>analyse interactions between First Peoples and others, and their effects on people and the environment.</li> <li>connect world events (1400s–1800s) to Australia's colonisation</li> <li>investigate the experiences of European explorers, convicts, settlers, and First Peoples.</li> <li>understand the purpose of laws and the difference between rules and laws</li> <li>explore diversity within the local community.</li> <li>consider how culture and group belonging shape personal identity</li> </ul>  | <p><b>Music</b><br/>Learners make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media.</p> <p><b>Drama</b><br/>Learners explore traditional First Nations stories through process drama activities. In these lessons learners discover how the tradition of sharing stories involves important aspects of Aboriginal and Torres Strait Islanders histories, cultures and knowledges.</p>   | <p><b>Health</b><br/>Learners participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p> <p><b>Physical Education</b><br/>Learners create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p>  |
| Technology  | Chinese (Specialist teacher)  | Special Events   |
| <p><b>Digital</b><br/><b>What digital systems do you use?</b><br/>Learners will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language.</p>   | <p>The Year 4 Chinese curriculum is designed to build foundational language skills while immersing learners in cultural experiences, sparking curiosity, and developing intercultural understanding.</p>  | <p>School Assembly every Tuesday 2.20pm<br/>School Assembly – every Tuesday 2.20pm<br/>Junior Cross Country – Wed 23 April<br/>Whole School ANZAC Day Ceremony – 24 April<br/>Athletics Carnival – Thurs 19th June<br/>Last day of Term – Fri 27 June</p>  |