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| **2025 Term 2 OverviewYear 4**Palm Beach State School  |

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| Learning Area | Overview of content | Summative task summary |
| English | In this unit, students will immerse themselves in historical narratives set before, during and after the First Fleet’s journey to Australia. Students will learn how to plan, draft, and publish a historical narrative from the perspective of a person living in the 1700s. They will apply narrative structure (title, orientation, complication, climax, and resolution), develop ideas with historical context and precise vocabulary, and enhance their writing through the use of cohesive devices and rich descriptive language. Students will learn about the purpose and structure of historical narratives. They will apply spelling strategies when writing multisyllabic and multimorphemic words and write with clearly formed, cursive letters.Students will read, view and comprehend texts created to engage audiences through description of events, characters and settings. They will describe language features and discuss how visual features shape meaning. Students will explore how texts reflect contexts and discuss evidence provided in the texts. Students will read with fluency by using their phonic, morphemic, grammatical and punctation knowledge. | **Writing**Week 7 - Students will use learnt knowledge and resources of the First Fleet to plan, draft and edit a historical narrative from the perspective of a person from the 1700s. **Handwriting**Week 5 and 8 – Students will copy a short passage to demonstrate clearly formed, cursive letters.**Reading**Week 8 – Students will read a short extract from a text and respond to comprehension questions.**Fluency**Week 6 – Students will read an unfamiliar text to assess reading and fluency. |
| Mathematics | These concepts are based on the Year 4 standards derived from the Australian Curriculum for Mathematics.**Number*** count and represent fractions on a number line.
* choose rounding and estimation strategies to determine whether results of calculations are reasonable

**Measurement and Geometry*** use scaled instruments and appropriate units to measure length, mass, capacity and temperature.
* measure and approximate perimeters and areas.
* represent and approximate 2D shapes and 3D objects in the environment.

**Statistics and Probability*** create many-to-one data displays.
* assess the suitability of displays for representing data.
* discuss the shape of distributions and variation in data
 | **Number:** Week 4 – Students will demonstrate their understanding of fractions on a number line in simple, complex and unfamiliar scenarios.**Week 6-8 –** Students will design a dream bedroom, ensuring they stay within budget by using rounding and estimating strategies.**Measurement and Geometry:**Week 7/8 – Students will complete a Measurement Passport by demonstrating their knowledge at various stations.**Statistics and Probability**Week 4 - Students will create their own ‘many to one’ display and discuss the variation in data. |
| Science | **Unit name: Weathering and Erosion**In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings. | **Investigation:**Week 8 - Students will engage in an investigation to determine how humans and environmental factors impact the land around us. Students will identify the changes that have occurred from weathering and erosion based on observations and images. |
| HASS | **Unit name: Early Exploration and Settlement**In this unit, students investigate the impact of British colonisation on the identities, cultures, and connections to Country of Aboriginal and Torres Strait Islander peoples, both in the past and in the present. They explore how the concept of terra nullius was used to justify colonisation and consider its ongoing effects on First Nations communities. Students analyse the early interactions between Australia's First Peoples and European explorers, convicts, and settlers, examining the differing experiences and perspectives of these groups. They make connections between global exploration and world events from the 1400s to 1800s, and how these events influenced the colonisation of Australia. Students explore how colonisation changed the environment and society.  | **Timeline**Students will create a visual timeline that includes key historical events surrounding James Cook. **Investigation and Presentation**They will develop an inquiry question based around historical sources. This will demonstrate their ability to analyse sources, sequence events, communicate historical understanding, and reflect on differing perspectives during early contact and settlement. They will then present their findings to the class in a short presentation. |
| Technologies | This term, students will explore how to design and create simple digital solutions using Scratch and Makey Makey. They will learn about sequencing, branching (making choices in a program) and designing for a user's needs. Students will practise planning, building and testing interactive projects, building their skills and confidence in coding. | Students will design and code a simple digital pet in Scratch that responds to different actions using a Makey Makey. They will plan, create and test their project and reflect on how well it meets the needs they identified. |
| Health and Physical Education | This term students will explore Athletics. In each discipline students will be taught intermediate level skills, rules and strategies to improve performance. Students will recognise identities and identify the influences that strengthen them. Students will also explore what it means to be healthy and how to make good choices to achieve this. | **PE:** Demonstrate Athletics disciplines. Suggest movement strategies to improve personal performance.**Health:** Students will create a basic 6-part movie script exploring identity. |
| The Arts | Students will learn different techniques and use an array of different mediums to create various forms of artwork. Students will display their artwork in a gallery and discuss their own artwork and the artwork of other students. | Students will be assessed on their art portfolios, the skills they demonstrate in class and the different art techniques used to produce a creative art piece. |
| Music | This term in music, year 4 will learn about and play different styles of music such as funk, calypso, hoedown and rhythmic patterns that accompany them. Their focus instrument will be the ukulele progressing to playing short songs with basic chords and timing. | Identifying different styles of music. |
| Wellbeing | This term, students will continue to participate in a Respectful Relationship program that will focus on teaching them the importance of recognising and celebrating differences in our communities.They will continue to develop their social skills with a different class focus every week aimed at building a healthy & respectful classroom environment.  |
| General Information | **School photos**: 3rd or 4th of June**Reports sent home:** 26th June | **Interschool Sport:** Friday Week 2 - 8**Athletics Carnival Yr 4 – 6:** 16th and 17th of June |