



THE GAP STATE SCHOOL CURRICULUM OVERVIEW

YEAR 4

Term 4 2024



Science

Biological Sciences

In this unit, students will:

- describe relationships that assist the survival of living things
- sequence key stages in a life cycle
- learn to represent and explain their understanding and observations of seed germination and the growth of seedlings
- be introduced to current scientific views about the life cycles of plants
- plan and conduct an investigation of the conditions that affect plant growth.

English

Persuasive Proposals:

In this unit, students will create persuasive proposals using language features including subjective and objective language, topic-specific vocabulary, literary devices and visual features and present the proposal to a familiar audience using features of voice.

Students will describe how language features including literary devices and visual features shape meaning.

Spelling

- Australian Curriculum: English
- Spelling Mastery

Handwriting

- Australian Curriculum: English
- QLD Cursive handwriting

Mathematics

In this unit, student develop understandings of:

Number

- Use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation.
- Find unknown values in numerical equations involving addition and subtraction.
- Follow and create algorithms that generate sets of numbers and identify emerging patterns.
- Use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10.
- recognise equivalent fractions and make connections between fraction and decimal notations

Probability

- order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent
- conduct repeated chance experiments and describe the variation in results

Humanities & Social Sciences

Using places sustainably

Students will:

- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments
- describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments
- propose actions for caring for the environment and meeting the needs of people.

Social Skills Program

You Can Do It

- Organisation
- Confidence
- Persistence
- Resilience
- Getting Along

The Arts

Music: Specialist Teacher

Through singing, moving, creating, playing, listening, reading and writing, students practice known concepts and learn about compound metre

Visual Arts: Meaning in Found Objects

Inquiry Unit

Students will explore the communication of meaning through objects and surface manipulation. They will make, display and discuss their own and others' artworks.

Physical Education *Specialist Teacher*

Through practical activities, students will develop and refine how to apply water safety swim and survive skills to various given scenarios. Students will be asked to demonstrate their understanding of the following: safe entries & exits, sculling and body orientation, movement & survival swimming strokes, survival & PFD skills, underwater skills, rescue skills, being safe around all aquatic environments.