



School Curriculum
and Standards
Authority



Year 4

Curriculum content

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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. The curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 4 curriculum content

The *Western Australian Curriculum and Assessment Outline* (the *Outline*):

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students from Kindergarten to Year 10
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 4 includes:

- guiding principles of teaching, learning and assessment
- the Year 4 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts content, including the General Capabilities and Cross-curriculum Priorities
- the Year 4 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts Year level descriptions
- a student diversity statement.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 4. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 4. It is a requirement that students study a performance arts subject (Dance, Drama or Music) and a visual arts subject (Media Arts or Visual Arts).

English

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 4, students use spoken, written and visual communication to interact with audiences for different purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 4, students begin to identify the subjective and objective language used in texts, and how the author's and/or illustrator's choices shape audience reaction. They learn how the language features and structures of a range of cross-curricula texts are organised depending on purpose.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; short novels of different genres; rhyming verse and poetry; conversations and discussions; media, online and digital texts; dramatic performances; non-fiction texts; and texts used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that enable students to actively build literal and inferred meaning, to expand knowledge and ideas
- texts that use language features, including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic, semantic and grammatical knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text
- literary texts that may describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences
- informative texts that include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, dramatic performances or texts, reports, responses (such as reviews and personal reflections), poetry, procedures, and persuasive expositions or discussions for particular purposes and audiences. Students make choices about texts according to their interests.

Content descriptions

Language

Language for interacting with others

- Explore language used to develop relationships in formal and informal situations
- Identify the subjective language of opinion and feeling, and the objective language of factual reporting

Text structure, organisation and features

- Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose
- Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas
- Identify text navigation features of print and digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout

Language for expressing and developing ideas

- Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality
- Investigate how quoted (direct) and reported (indirect) speech are used
- Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details
- Understand past, present and future tenses and their impact on meaning in a sentence
- Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in a range of types of texts
- Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources
- Understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation

Phonic and word knowledge

- Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes
- Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words
- Read and write high frequency words, including homophones, and know how to use context to identify correct spelling

Literature

Literature and contexts

- Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors

Engaging with and responding to literature

- Describe the effects of text structures and language features in literary texts when responding to and sharing opinions

Examining literature

- Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
- Examine the use of literary devices and deliberate word play in literary texts, including poetry to shape meaning

Creating literature

- Create and edit literary texts by developing storylines, characters and settings

Literacy

Texts in context

- Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events

Interacting with others

- Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information

Analysing, interpreting and evaluating

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
- Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts

Creating texts

- Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation
- Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume
- Write words using clearly formed joined letters, with developing fluency and automaticity
- Use features of digital tools to create or add to texts for a variety of purposes

Health and Physical Education

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 4, students learn about specific strategies, including decision-making, to promote personal, social and emotional health and wellbeing. As they continue to build relationships, they develop an understanding of the importance of collaboration, valuing differences, respect and empathy. Students develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. They investigate strategies for seeking, giving or denying permission in a range of situations.

Students focus on developing greater proficiency of movement across a range of fundamental movement skills and apply these with confidence and competence to a variety of physical activities. They continue to combine skills to create movement patterns and apply strategies to solve movement challenges. They broaden their knowledge of the benefits of regular physical activity in relation to health and wellbeing. Students are taught to include others in all activities and how to recognise the consequences of personal and team actions, responding appropriately to ensure fair participation for all.

Content descriptions

Personal, social and community health

Personal identity and change

- Ways to respond positively to challenges and failures, including the use of resilience and persistence
- Changes associated with puberty
- Strategies to manage changes associated with puberty

Staying safe

- Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations
- Strategies to ensure safety at home and at school
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described

Healthy and active communities

- Strategies that promote a healthy lifestyle
- Ways in which health information can influence health decisions and behaviours

Interacting with others

- Positive influence of respect, empathy, and the valuing of differences in relationships and in society
- Strategies to cope with adverse situations and the demands of others
- Strategies to identify and manage emotions before reacting

Movement and physical activity

Movement skills

- Consolidate fundamental movement skills
- Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity
- Movement skills that combine the elements of effort, space, time, objects and people
- Transfer of skills and knowledge to solve movement challenges in a variety of settings, including outdoors

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing
- Basic rules and scoring systems to keep physical activities safe and fair

Interpersonal skills

- Working cooperatively with others to complete a movement task

Humanities and Social Sciences

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

In Humanities and Social Sciences, students develop their social skills and ability to work collaboratively. The ability of students to draw on a wider range of sources of information is enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

In Year 4, students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose and services of local government and how these contribute to community life. The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.

The concepts of place, space, environment, interconnection and sustainability continue to be developed as a way of thinking. Students have the opportunity to inquire into how the environment supports the lives of people and all other living things, and recognise that people have differing views on how sustainability can be achieved. The development of the students' mental map of the world is extended through a study of the location and characteristics of Africa and Europe.

Students develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of Aboriginal and Torres Strait Islander peoples before the arrival of Europeans, and European exploration and colonisation up to the early 1800s. They explore interactions between groups and determine how these experiences contributed to cultural diversity.

Content descriptions

Knowledge and understanding

Civics and Citizenship

Government and society

- The roles of local government and how members of the community use and contribute to local services
- The differences between rules and laws and why laws are important
- People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity

Geography

The Earth's environment sustains all life

- The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia
- The importance of environments to animals and people, and the different views on how they can be protected
- Sustainable use and management of renewable and non-renewable resources

History

First contacts

- The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place and their pre-contact ways of life
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival
- The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives
- The journey of **one** world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania

Humanities and Social Sciences skills

Questioning and researching

- Identify current understanding of a topic
- Develop a range of focus questions to investigate
- Locate and collect information from a variety of sources
- Record selected information and/or data
- Recognise the ethical protocols that exist when gathering information and/or data

Analysing

- Use criteria for selecting relevant information
- Interpret information and/or data collected
- Identify different points of view/perspectives in information and/or data

Evaluating

- Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps
- Use decision-making processes

Communicating and reflecting

- Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms
- Reflect on learning and act on findings in different ways

Languages

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

Chinese: Second Language

Year level description

Year 4 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 3 and focuses on extending the oral communication skills of students.

Students communicate in Chinese, interacting and socialising orally with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school. They contribute to class activities and request assistance in learning activities. Students exchange simple correspondence in writing to report on their daily routines at home and at school. They locate and convey factual information from familiar types of spoken and visual sources and they locate factual information in written texts to inform others using learnt words, phrases and characters. Students create and present their own representations of familiar songs, poems or stories. They also create short imaginative texts such as storyboards or cartoons using modelled language.

Students become familiar with the systems of the Chinese language, understanding the components of *Pinyin*. They recognise high frequency Chinese characters related to their personal world and they use context-related vocabulary and simple sentences to generate language for a range of purposes. Students begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.

Students are supported to identify vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. Students practise using Chinese, participating in action-related talk and completing tasks while relying on teacher modelling, prompts and repetition. Students respond non-verbally to spoken Chinese in the classroom and their understanding of Chinese is dependent on context and on teacher intonation, gestures and facial expressions. Students continue to be encouraged to use Chinese as much as possible for social interactions and in learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球
- Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以...吗? ; 可以; 对不起; raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities
- Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school, for example, 你几点睡觉?

Informing

- Locate and convey factual information from familiar types of spoken and visual texts related to their personal and social worlds
- Locate factual information, key words or familiar characters in written texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters

Creating

- Create and present their own representations of familiar songs, poems or stories such as 《小星星》, 《找朋友》 or 《恭喜恭喜》, poems and stories 《春晓》, for different audiences, using voice, rhythm and appropriate gesture and action
- Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure

Translating

- Translate the meanings of important everyday words using contextual cues
- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Reflecting

- Describe how aspects of their own identity are reflected in their various group and community memberships

Understanding

Systems of language

- Understand the components of *Pinyin* such as the different combinations of consonant and vowel/vowels
- Recognise and reproduce familiar or simple *Pinyin* but not always with correct tone marks
- Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement
- Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes
- Recognise and use grammatical features and simple sentences to record observations, including:
 - understanding that Chinese sentences have a particular word order
 - exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, ‘What’s the subject in the sentence My mum drives a car?’ and 我妈妈开车。
 - recognising and using some familiar verbs for daily routine such as 起床、去睡觉、吃、去上学、玩、学习、听音乐、读书 / 看书、看电视
- Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English
- Recognise the particular language features and textual conventions in simple spoken, written and multimodal Chinese texts

Language variation and change

- Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and social position and the context of use

Role of language and culture

- Recognise that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom

French: Second Language

Year level description

Year 4 French: Second Language builds on the skills, knowledge and understanding required to communicate in the French language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in French, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.

Students become familiar with the systems of the French language, experimenting with the pronunciation of vowel sounds and intonation patterns. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as the present tense, to generate language for a range of purposeful interactions. Students begin to develop a metalanguage in French for talking about language, using terms similar to those used in English.

Students are encouraged to define their French learning experiences and make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use French as much as possible for social interactions and in learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, *J'arrive à l'école à 8h 30; Le samedi, je fais du cheval et le dimanche je joue au netball; J'aime les sports et les voyages — mais mon ami adore la musique !*
- Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities

Informing

- Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Creating

- Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes
- Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Translating

- Translate words, phrases and expressions in simple texts, for example, *La chenille qui fait des trous* and *The Very Hungry Caterpillar*; *La vieille dame qui avala une mouche* and *The Old Woman Who Swallowed a Fly*, to compare meanings and share understandings about aspects of French language and culture that are different from English
- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Reflecting

- Notice and describe how language reflects cultural practices and norms

Understanding

Systems of language

- Experiment with the pronunciation of vowel sounds, word endings shared with English such as *-tion* and *-ent* and intonation patterns
- Write high-frequency words and expressions in familiar contexts
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle/on* + present tense of verbs associated with familiar actions and environments, for example, *Il se lève à sept heures; Je vais à l'école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30*
 - expressing negation in simple sentence structures and colloquial expressions, for example, *Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !*
 - using an increasing range of adjectives including additional gender forms, for example, *blanc/blanche, gros/grosse, petit/petite, grand/grande*
 - using some adverbs to elaborate on simple verb statements, for example, *Elle mange lentement; Je chante doucement; Il parle très vite*
- Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English
- Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Language variation and change

- Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning

Role of language and culture

- Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages
- Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

German: Second Language

Year level description

Year 4 German: Second Language builds on the skills, knowledge and understanding required to communicate in the German language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in German, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.

Students become familiar with the systems of the German language, experimenting with encoding and decoding familiar German words using alphabetic knowledge. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as recognising and describing past events using the simple past tense of familiar verbs, to generate language for a range of purposeful interactions. Students begin to develop a metalanguage in German for talking about language, using terms similar to those used in English.

Students are encouraged to define their German learning experiences and make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use German as much as possible for social interactions and in learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, *Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?*
- Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities

Informing

- Locate and process factual information in a range of written, spoken, digital and multimodal texts, related to their personal and social worlds
- Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Creating

- Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes
- Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Translating

- Translate words, phrases and expressions in simple texts such as *Die Kleine Raupe Nimmersatt* and *The Very Hungry Caterpillar* to compare meanings and share understandings about aspects of German language and culture that are different from English
- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Reflecting

- Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for 'you' and not expecting to capitalise all nouns

Understanding

Systems of language

- Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*)
- Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, *Du bist acht; Du bist acht?; Du bist acht!*
- Recognise and apply basic rules for German pronunciation
- Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, *die 3. Klasse and 9,50 Euro* and capitalisation rules
- Write high-frequency words and expressions in familiar contexts
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - describing capabilities and preferences using limited forms of the modal verbs *können* and *mögen*, for example, *Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen*
 - recognising and describing past events using the simple past tense of familiar verbs such as *war, hatte, ging, sah, spielte and machte*
 - joining words, phrases and sentences using *und, oder* and *aber*
 - understanding and formulating questions using subject–verb inversion, for example, *Magst du Sport?*
 - understanding a range of question words and the intended/related answer, for example, *woher, welcher* and *wie viel*
 - locating events in time with regard to days, months, seasons and ‘half past’ time, for example, *Ich spiele im Winter Fußball; Die Schule beginnt um halb neun*
 - describing location formulaically using prepositional phrases such as *im Wasser; in der Luft; auf dem Land; neben dem Tisch; auf der linken Seite*
 - using the correct verb form associated with a noun or pronoun or combination thereof, for example, *Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch*
 - using ordinal numbers to give the date, for example, *Heute ist der dritte Juli; Er hat am siebten August Geburtstag*
 - referring to quantities of people and things (including money) using cardinal numbers up to 100
- Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English
- Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Language variation and change

- Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning

Role of language and culture

- Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language
- Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

Indonesian: Second Language

Year level description

Year 4 Indonesian: Second Language builds on the skills, knowledge and understanding required to communicate in the Indonesian language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Indonesian, interacting and socialising with the teacher and peers to exchange information about aspects of their personal world, including their daily routines at home and school, and their interests. They participate in collaborative class activities and transactions that involve solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They engage with a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression.

Students become familiar with the systems of the Indonesian language, recognising different intonation for questions, statements and commands. They write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposeful interactions such as using time expressions to discuss their daily routines. Students begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English.

Students are encouraged to define their Indonesian learning experiences and make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Indonesian as much as possible for social interactions and in learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests, for example, *Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya pandai; Saya tidak tinggi; Nama guru saya ...; Dia ramah dan lucu; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang*
- Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities

Informing

- Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Creating

- Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes
- Create and present short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Translating

- Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Indonesian language and culture that are different from English
- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Reflecting

- Notice and describe how language reflects cultural practices and norms

Understanding

Systems of language

- Recognise different intonation for questions, statements and commands
- Know that using the imperative form *–lah* with appropriate intonation softens its force and shows consideration
- Write high-frequency words and expressions in familiar contexts
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - describing objects using concrete nouns such as rooms in the house and school, for example, *Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi*
 - describing objects using simple adjectives, for example, *kantor kecil; Ruang kelas saya besar; lapangan hijau*
 - specifying location using prepositions, for example, *Ada buku di atas meja saya; di bawah, di dalam, di belakang*
 - seeking information using questions, for example, *Kapan?; Dari mana?; Mau ke mana?*
 - linking ideas using conjunctions, for example, *tetapi, atau*
 - locating events in time, for example, *hari ini, kemarin, besok, sudah, belum*, telling the time on the hour, for example, *Kemarin saya pergi ke sekolah pada jam tujuh* and using days of the week, for example, *Pada hari Senin saya bermain bola basket*
 - understanding the rules for subject-verb-object sentence construction, for example, *Saya bermain ...; Saya makan ...* and possessive word order, for example, *Adik laki-laki saya ...; Tas Jake ...*
 - recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences
- Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English
- Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Language variation and change

- Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning

Role of language and culture

- Understand that Indonesian is a standardised language and is used in official contexts such as government, media and education and that it also borrows from and influences other languages
- Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

Italian: Second Language

Year level description

Year 4 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Italian, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.

Students become familiar with the systems of the Italian language, developing pronunciation and intonation in Italian and recognise some of the rules of spelling and punctuation. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, to generate language for a range of purposeful interactions. Students begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.

Students are encouraged to define their Italian learning experiences and make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Italian as much as possible for social interactions and in learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, *Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!*
- Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities

Informing

- Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds
- Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Creating

- Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes
- Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Translating

- Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, *la mensa scolastica; le vacanze estive; la passeggiata*
- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Reflecting

- Notice and describe how language reflects cultural practices and norms

Understanding

Systems of language

- Develop pronunciation and intonation in Italian, for example, *sc* followed by *h* or *i/e* (*schiavo*, *piscina*, *pesce*) and letter combinations such as *gn* (*in lavagna*) and *gl* (*in famiglia*)
- Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including *sabato*, *dicembre*
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - using gender, singular and plural nouns in the regular form
 - using subject pronouns in context, for example, *Chi ha finito? Io!*
 - learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, for example, *Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend*
 - expressing preferences and reasons for preferences, for example, *Mi piace ... perché...; Preferisco...*
 - using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as *primo; secondo; la prima classe*
 - using simple prepositions to indicate location or direction such as *a, in, a sinistra, a destra, sopra, sotto, dietro*, for example, *a casa; in città; a sinistra; sopra il tavolo*
 - using suffixes to add nuance, for example, *-ino* (fratellino, piccolino) or *-etto* (poveretto, casetta)
 - using regular and reflexive verbs as formulaic expressions in the past tense, for example, *Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo*
 - using simple conjunctions such as *e, poi and ma*
 - recognising and using the names for the days of the week
- Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English
- Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Language variation and change

- Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use, for example, *Ciao Gilda; Buongiorno Signora; Come stai?/Come sta?; Questo/a è ...; Ti presento Piacere!*

Role of language and culture

- Recognise that Italian is the official language of Italy, the Vatican City, San Marino and parts of Switzerland and is a major community language in other parts of the worlds, including Australia
- Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

Japanese: Second Language

Year level description

Year 4 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Japanese, interacting and socialising with the teacher and peers to exchange information about aspects of their personal world, including their daily routines at home and school, and their interests. They participate in collaborative class activities and transactions that involve solving problems and sharing decisions. Students engage with a range of Japanese imaginative texts and identify key language and cultural behaviours in them. They create, perform and present imaginative texts for different audiences that allow for the exploration and enjoyment of language.

Students become familiar with the systems of the Japanese language, continuing to learn context-related vocabulary and generating new language for a range of purposeful interactions such as using time expressions and using verbs in the past such as the *ました* and *ませんでした* form. They read and write words in *hiragana* and high frequency *kanji* with support and scaffolding. Students are supported to reflect on Japanese language protocols that relate to their personal worlds. They begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to ensure familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Japanese as much as possible for social interactions and in learning tasks.

Content descriptions

Communicating

Socialising

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしまか; いつしますか; 土曜日にサッカーを.します; サッカーがすきですか; ぼくもすきです
- Recount past activities, for example, まちにいきました
- Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities

Informing

- Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds
- Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Creating

- View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours
- Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くちが大きいです; かわにすんでいます; に.を. たべます; とてもこわいです

Translating

- Explain features of Japanese language protocols such as the use of formulaic expressions, for example, いただきます/ただいま; counter classifiers; the indication of politeness by using です
- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Reflecting

- Notice and describe how language reflects cultural practices and norms

Understanding

Systems of language

- Understand that *hiragana* symbols can be combined to represent words
- Understand that vowel length can differentiate words in Japanese, for example, いいえ *iie* for ‘no’ and いえ *ie* for ‘house’
- Commence writing their own words, structures and phrases in *hiragana* with the support of a *hiragana* chart and word lists
- Recognise and write frequently-used *kanji*
- Learn to read and write words using *hiragana*
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
 - using verbs in past tense ～ました/ませんでした
 - beginning to use counters in Japanese, for example, ～人、～さい、～月
 - indicating time and frequency using expressions such as まいにち、ときどき
 - telling time using ～じ/～じはん です ; なんじ ですか
 - understanding words and expressions indicating direction or means of transportation, for example, くるまでがっこうにいけます
- Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English
- Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose

Language variation and change

- Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and the context of use, for example, おはよう/おはようございます; はし/おはし; なまえ/おなまえ

Role of language and culture

- Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan
- Understand that Japanese borrows from and influences other languages
- Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

Mathematics

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Mathematics provides opportunities for students to develop a sound grasp of numeric conventions. Concrete materials continue to assist students to make sense of mathematical concepts as they develop the ability to think in more abstract terms.

Students engage in a range of approaches to learning through the proficiencies of understanding, fluency, problem-solving and reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed.

In Year 4, students extend their knowledge of the number system to at least six digits and decimal numbers up to two decimal places. They apply this understanding when trialling strategies to calculate efficiently and model relevant real-world situations. Students continue to use formal units of measurement and reason to convert between units of time, expanding their understanding of practical applications of Mathematics in the world around them. Students identify when chance events are not affected by previous events and predict the likelihood of outcomes of repeated chance experiments. They collect, organise and represent data, checking for accuracy and consistency.

Content descriptions

Number and algebra

Understanding number

- Read, write and order numbers to at least six digits. Recognise the significance of the final digit to determine odd and even numbers
- Read and write decimal numbers up to two decimal places
- Represent numbers up to five digits using place value and non-standard partitions with equations. Recognise the multiplicative (10 times as many) place value relationship between adjacent places from right to left
- Represent and explain the relationship between one whole being shared equally among 10 as 0.1 or $\frac{1}{10}$ and being shared equally among 100 as 0.01 or $\frac{1}{100}$ using concrete materials
- Represent and explain the relationship between multiplication and division using arrays and equations
- Recall multiplication facts up to 10×10 , and related division facts
- Explore and represent common equivalent fractions and make connections to their decimal representation

Understanding equalities and inequalities

- Decide if statements of equality and inequality involving the four operations are true, and explain reasoning

Patterns and relationships

- Create and represent increasing multiplicative patterns, using concrete materials and numbers, and describe rules to represent the pattern

Calculating with number

- Add and subtract whole numbers up to four digits using flexible and efficient strategies
- Multiply two-digit numbers by one- and two-digit numbers, and divide whole numbers by one-digit numbers, where there is no remainder, using flexible and efficient strategies
- Explore a range of additive estimation strategies for different situations, including using knowledge of odd and even numbers

Financial mathematics

- Investigate and represent saving and spending, recognising that limited amounts of money are available

Modelling with number

- Identify and represent real-world additive and multiplicative situations with diagrams and equations to reach a solution. Interpret and communicate findings in context

Measurement and geometry

Two-dimensional space and structures

- Explore, visualise, describe and create two-dimensional shapes that result from combining or splitting familiar shapes
- Estimate, measure and compare the perimeter of two-dimensional shapes, using scaled instruments and appropriate informal or formal units
- Estimate, measure and compare the areas of rectangles using uniform informal square units in arrays
- Indirectly compare angles and identify as being equal to, greater than or less than a right angle
- Create or interpret grid maps, describe positions and pathways, and explore scales and legends

Three-dimensional space and structures

- Connect three-dimensional objects to their two-dimensional representations and visualise and describe key features that cannot be seen
- Estimate, measure and compare capacity in litres and millilitres using scaled instruments
- Explore and compare volume, and recognise that objects with different shapes can have the same volume

Non-spatial measurement

- Estimate and measure mass in kilograms and grams using analogue and digital scales
- Convert between units of time, tell the time on digital and analogue clocks using 'am' and 'pm' notation and determine duration

Modelling with measurement and geometry

- In real-world situations involving two-dimensional shapes, three-dimensional objects, grid maps, determining length, capacity or mass in metric units or converting between units of time, mathematically represent the problem to reach a solution. Interpret and communicate findings in the context of the situation

Probability and statistics

Probability

- Order the likelihood of everyday chance events. Identify when events are not affected by previous events
- Predict the likelihood of outcomes of unequally likely, repeated chance experiments. Conduct the experiments, describe variation and compare to the prediction

Statistics

- Describe and interpret real-life data represented in many-to-one pictographs and column graphs
- In a real-world context, pose questions and collect categorical or discrete numerical data, checking for accuracy and consistency. Organise and represent data in pictographs and column graphs, and interpret the data to communicate findings in terms of the context

Science

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Science provides opportunities for students to explore their physical, social, cultural and technological surroundings. As students develop the ability to work collaboratively, they work with others to plan and make decisions in constructing knowledge.

In Year 4, students represent the relationships between consumers, producers and decomposers using food chains. They investigate different materials and their properties and relate these to their use. Students appreciate that Earth's surface changes over time due to a variety of processes. They observe and investigate forces that operate from a distance, such as magnetism and direct contact, such as friction.

Students pose questions involving a changed variable and make predictions using their observations and science knowledge. Students plan investigations that include elements of fair tests and consider the material and equipment risks. They make and record observations and use formal measurements and familiar scaled instruments to collect and record data that they organise and represent using tables and column graphs to identify patterns. Students use science knowledge to propose explanations and solutions to problems and identify questions for further investigation.

Content descriptions

Science understanding

Biological sciences

- Producers, consumers and decomposers have roles within an ecosystem and interact in ways that can be represented by food chains

Chemical sciences

- Processed materials, including fibres, metals, glass and plastics, are made from raw materials, such as wool, ores, sand and oil, and have a range of physical properties that influence their use

Earth and space sciences

- Weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface

Physical sciences

- Forces are exerted by one object on another through direct contact, such as friction, or from a distance, such as magnetism and gravity

Science inquiry

Questioning and predicting

- Pose questions and make predictions based on planned observations of phenomena that include variables to be measured and changed

Planning and conducting

- Plan and conduct investigations, including elements of fair tests, and consider the material and equipment risks
- Make and record observations, including formal measurements using familiar scaled instruments

Processing, modelling and analysing

- Organise and represent data using tables, column graphs and models to identify patterns

Evaluating

- Compare findings with those of others, and to predictions; consider if investigations were fair; and identify questions for further investigation

Communicating

- Communicate ideas using scientific vocabulary

Collaborating and applying

- Use science knowledge to propose explanations for observed phenomena and solutions to problems

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 4. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Design and Technologies builds on concepts previously acquired and students continue to develop an understanding of design thinking skills, such as properties of materials and outlining step-by-step procedures. They have opportunities to create a range of solutions, including the reuse, repurpose and recycle of materials, and select materials from regenerated sources.

In Year 4, students have opportunities to learn about technologies in society and the diverse roles for people in design and technologies occupations and create solutions in at least one of the following Design and Technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations, and Materials and technologies specialisations. Students consider the way products, services and environments are designed to meet community needs, including consideration of sustainable factors.

Students define solutions to meet specific needs and consider society's use of technologies that meet community requirements and implement project management protocols, appropriate technologies, components and equipment to produce designed solutions. They use agreed protocols and management roles to communicate ideas, plan and make decisions to develop solutions to achieve a purpose. Students use given criteria to evaluate design features, selection of resources, and decision-making processes.

Content descriptions

Contexts

Engineering principles and systems

- Forces, and the properties of materials affect the behaviour of an object or system

Food and fibre production

- Food and fibre produced in different time periods or cultures, including the technologies and equipment used

Food specialisations

- Physical properties of food influence selection and preparation

Materials and technologies specialisations

- Properties of materials and components for a range of purposes affect suitability and function in a system

Technologies and society

- Diverse roles for people in design and technologies occupations
- Products, services and/or environments are designed to meet community needs, including consideration of sustainable factors

Design thinking skills

Project management

- Use agreed protocols and management roles to communicate ideas, plan and make decisions, to develop solutions

Investigating and defining

- Define the features of a design brief and the requirements of a design task for a community need
- Investigate and select resources based on properties for a given task

Designing

- Design solutions through use of labelled drawings, technical terms, decision-making and/or a sequence of steps

Producing and implementing

- Use appropriate technologies, components and/or equipment and follow agreed protocols to produce a designed solution

Evaluating

- Use given criteria to evaluate design features, selected resources, decision-making processes and the designed solution

Digital Technologies

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Digital Technologies builds on concepts previously acquired, and students continue to develop understanding and skills in computational thinking, such as categorising and outlining procedures. They have opportunities to create a range of solutions, such as interactive adventures that involve user choice, modelling simplified real-world systems.

In Year 4, students explore digital systems in terms of peripheral devices. They experiment with refining their designing skills, representing algorithms that support decisions (branching) and repetition using flow charts. Students explain the risks of personal data that is shared and stored online. They experiment with digital systems to investigate the advantages of different representational forms and different technologies, their purposes and situations.

Students implement solutions using appropriate software, including visual programming environments that use a variety of graphical elements. They design solutions to meet specific needs and consider how society uses digital systems to meet community requirements.

Content descriptions

Digital systems

- Digital systems, including peripheral devices, are used to transfer and store different types of data

Data representation

- Data of the same type can be represented in different ways depending on the purpose

Privacy and security

- Personal data that is shared and stored online can pose risks
- Access their school account, using a memorised password. It should be easy to remember but difficult for others to guess. Risks of not logging out

Digital implementation

- Represent an algorithm (sequence of steps) involving decisions (branching) and repetition using flow charts
- Implement algorithms (sequence of steps) in a visual programming environment to include decisions (branching) and repetition

Design thinking skills

Project management

- Use agreed protocols and management roles to communicate ideas, plan and make decisions, to develop solutions

Investigating and defining

- Define the features of a design brief and the requirements of a design task for a community need
- Investigate and select resources based on properties for the given task

Designing

- Design solutions through use of labelled drawings, technical terms, decision-making and/or a sequence of steps

Producing and implementing

- Use appropriate technologies, components and/or equipment and follow agreed protocols to produce a designed solution

Evaluating

- Use given criteria to evaluate design features, selected resources, decision-making processes and the designed solution

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 4. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level description

In Year 4, students select and combine the elements of dance (body, energy, space and time) to create dance sequences that express an idea or message. They begin to use choreographic devices of repetition and contrast.

There is a continued focus on safe dance practices, as students demonstrate combinations of fundamental movement skills that build on developing body awareness, coordination, control, balance and strength.

Students are given opportunities to practice their performance skills in front of an audience.

As students make and respond to dance, they consider how the elements of dance (body, energy, space and time) and choreographic devices are used in their own and others' dance. They have the opportunity to consider the purpose of dance from different cultures.

Content description

Making

Ideas

- Exploration, improvisation, selection and combination of movements to create dance and expresses an idea or message

Skills

- Integration of the four (4) elements of dance (BEST)
 - Body:
 - body parts (gestures)
 - body zones (front, back, sideways, cross-lateral)
 - body bases (feet, knees, hands, buttocks)
 - Energy:
 - controlling and combining different movement qualities (sharp to soft, floppy to stiff, smooth to jagged)
 - force (strong to gentle)

- Space:
 - levels (medium, low, high, moving between levels)
 - direction (forward, backward, diagonal, circular)
 - personal space and general space
 - positive and negative space
 - dimensions (big, small, narrow, wide)
 - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)
 - pathways (in the air with the arms, under, over, on the floor)
- Time:
 - tempo (fast, slow, slowing down, speeding up)
 - rhythm (regular, irregular)
 - stillness (pausing, freezing, holding a shape then continuing dance sequence)

to create dance

- Use of the choreographic devices of repetition and contrast when organising dance sequences
- Combinations of fundamental movement skills that develop body awareness, coordination, control, balance and strength
- Safe dance practice of body protection strategies including hydration, appropriate clothing and footwear when participating in a dance lesson

Performance

- Rehearsal processes (including practising and applying feedback) and to improve dance performance
- Performance skills (using facial expressions) and acknowledging the audience when presenting dance

Responding

- Considered responses to, and respect for, the dance of others as performers and audience members
- Purpose of dance from different cultures
- Responses that involve identifying and reflecting on how the elements of dance in their own and others' dance are used to communicate meaning, using dance terminology

Drama

Year level description

In Year 4, students extend their understanding of role and situation, as they continue to explore ideas through improvisation.

Students continue to explore the elements of drama and selected drama forms and styles to communicate ideas using role, situation, space, character and time. They are introduced to relationships and how relationships influence character development.

Students experience drama as performers and audience members. They continue to use rehearsal processes to enhance audience engagement and shape the drama for an audience.

As they make and respond to drama, students explore dramatic narratives and reflect on the meaning and purpose of their drama and the drama of others. They reflect on, and respond to, the ideas in drama from different cultures.

Content description

Making

Ideas

- Improvised and devised drama based on narrative structures in selected drama styles

Skills

- Exploration and experimentation of eight (8) elements of drama:
 - voice (loud, soft, varying loud and soft; pitch variation; pace; volume)
 - movement (facial expressions and gestures to create belief in character and situation)
 - role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
 - situation (establishing and sustaining a fictional setting)
 - space (establishing a clear setting)
 - character (communicating role traits; developing relationships between characters)
 - time (sense of time to create belief in drama)
 - relationships (how relationships influence character development)when creating improvised or devised drama
- Improvisation skills (working with complications) to develop drama

Performance

- Rehearsal processes (to improve transitions between scenes) to enhance audience engagement
- Performance skills and audience awareness (where the performers use focus and control) when performing drama styles

Responding

- Considered responses to, and respect for, the drama of others as performers and audience members
- Ideas in drama from different cultures
- Responses that involve identifying and reflecting on the meaning and purpose of their drama and the drama of others', using drama terminology

Media Arts

Year level description

In Year 4, students explore how narrative structures are represented in a variety of images and/or sound, and convey a message with a beginning, middle and end.

Students explore and experiment with codes and conventions, using narrative structures to engage and communicate an intended message to an audience.

As students make and respond to media work, they identify and reflect on the meaning and purpose of their own and others' media work, using appropriate terminology.

Content description

Making

Ideas

- Exploration of how narrative structures are used to tell a story or to convey a message with a beginning, middle and end
- Manipulating of familiar settings to create fictional settings

Skills

- Exploration and experimentation with the codes and conventions of media:
 - technical (sequencing and editing images to organise events in a story; camera shots (close-up, long shot); camera angles (low angle, high angle))
 - symbolic (using costumes and props to represent people as fictional and/or non-fictional characters; manipulating familiar places to create fictional settings)
 - audio (loudness, softness; music to convey a mood; sound effects)
 - written (selecting, arranging and editing text to organise important features of an idea or story) when producing media work

Production

- Uses narrative structures to produce fictional and non-fictional media work to engage an audience
- Protocols (permission for images of individuals to be used) in media work

Responding

- Considered responses to, and respect for, a variety of media from different social, cultural and/or historical contexts
- Responses that involve identifying and reflecting on the meaning and purpose of their own and others' media work, using media terminology

Music

Year level description

In Year 4, students continue to develop aural and theory skills, improvising, singing and playing rhythmic and pentatonic pitch patterns in duple and triple time.

They improvise with and integrate the elements of music to create simple compositions, and record and communicate their music ideas using graphic and/or standard notation and music terminology, incorporating changes in tempo and dynamics.

Students experience music as performers and audience members. They maintain their own part when singing or playing with others, and explore how to use tempo and dynamics to communicate their ideas and enhance their music performance.

Students reflect on, and respond to, music from different cultures and contexts, exploring reasons why and how people make music. They explore how music elements are combined and used to convey meaning and purpose in the music they listen to and make.


Content description

Making

Ideas

- Improvisation with the elements of music to create a simple composition
- Communication and recording of music ideas using graphic and/or standard notation, dynamic, terminology and relevant terminology

Skills

- Development and consolidation of aural and theory skills, including:
 - rhythm (dotted minim )
 - tempo (changing tempos; terminology (presto, andante, adagio, allegretto))
 - pitch (intervals (recognising leaps and steps, pentatonic scale))
 - dynamics (terminology and symbols pianissimo (pp), fortissimo (ff)); expressive devices (smoothly, short, detached)
 - form (ternary (ABA); bridge; coda)
 - timbre (instrument groups (e.g. strings, woodwind, brass, percussion), differentiate between two or more instruments when played together)
 - texture (two or more rhythmic or melodic patterns played together)to compose and perform music

Performance

- Application of specific rehearsal processes to improve music performance and engage an audience
- Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others)

Responding

- Responses to, and respect for, the music of others as performers and audience members
- Reasons why and how people make music across different cultures, events or occasions
- Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning

Visual Arts

Year level description

In Year 4, students continue to extend their understanding of the visual elements exploring varying techniques and visual conventions. They experiment with the selection of appropriate media, materials and technologies when creating original artwork.

Students learn to present artwork that communicates specific messages, reflecting on how presentation could enhance meaning for different audiences.

As they make and respond to artwork, students use visual art terminology to reflect on purpose and meaning. They have the opportunity to explore artwork from different social, cultural and historical contexts.

Content description

Making

Ideas

- Exploration of artwork from varying times and cultures that represent different styles, such as realistic, narrative and abstract
- Use of visual art elements and selection of materials, media and/or technologies to create specific artwork

Skills

- Development of artistic processes and techniques to explore visual conventions through:
 - shape (open, closed; abstract; view from top, side, bottom; positive, negative)
 - colour (monochromatic—all the colours of a single hue; colours of varying intensity)
 - line (shows an edge line to indicate emotion; lines of various weights)
 - space (diminishing perspective)
 - texture (piercing, pinching, pressing, embossing, scoring)
 - value (mixing of shades)to create artwork
- Use of techniques, art processes and exploration of art forms such as monoprinting, sculptures or ceramics

Production

- Presentation of a message to an audience and reflection of the visual art elements and materials used in artwork
- Presentation and display artwork with consideration of visual appeal/aesthetics

Responding

- Appreciation and respect for a range of artwork from different social, cultural and historical contexts
- Responses to their own and others' artwork, reflecting on meaning using visual art terminology

