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. 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*:

- 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
- 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, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 4 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

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 subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Content descriptions

Language

Language variation and change

- Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages

Language for interaction

- Understand that social interactions influence the way people engage with ideas and respond to others; for example, when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording

Text structure and organisation

- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience
- Understand how texts are made cohesive through the use of linking devices, including pronoun reference and text connectives
- Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech
- Identify features of online texts that enhance readability, including text, navigation, links, graphics and layout

Expressing and developing ideas

- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases
- Investigate how quoted (direct) and reported (indirect) speech work in different types of text
- Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity
- 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
- Incorporate new vocabulary from a range of sources into students' own texts, including vocabulary encountered in research

Phonics 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 context

- Make connections between the ways different authors may represent similar storylines, ideas and relationships

Responding to literature

- Discuss literary experiences with others, sharing responses and expressing a point of view
- Use metalanguage to describe the effects of ideas, text structures and language features of literary texts

Examining literature

- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension
- Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns

Creating literature

- Create literary texts that explore students' own experiences and imagining
- Create literary texts by developing storylines, characters and settings

Literacy

Texts in context

- Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences

Interpreting, analysing, 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 to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure
- Write using clearly-formed joined letters, and develop increased fluency and automaticity
- Use a range of software, including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements

Health And Physical Education

Year level description

In Year 4, the content provides opportunities for students to focus on personal, social and emotional factors that contribute to becoming persistent and resilient. Students learn about specific strategies to promote personal, social and emotional health and wellbeing, and positive relationships. They develop ways to foster respect and empathy.

Students focus on developing greater proficiency of movement across a range of 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 achieve successful outcomes, or 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.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Content descriptions

Personal, social and community health

Being healthy, safe and active

- Use of persistence and resilience as tools to respond positively to challenges and failure, such as:
  - using self-talk
  - seeking help
  - thinking optimistically
- Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:
  - positive self-talk
  - assertiveness
  - seeking help
  - sharing responsibilities
- Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:
  - being alert and aware of unsafe situations
  - using assertive behaviour and language
  - knowing who or where to go for help in the community
- Strategies to ensure safety and wellbeing at home and at school
  For example:
  - following school rules
  - identifying and choosing healthier foods for themselves
  - making decisions that keep themselves and others safe in a range of situations

Communicating and interacting for health and wellbeing

- The positive influence of respect, empathy and valuing of differences in relationships
- Strategies to identify and manage emotions before reacting
- Strategies to cope with adverse situations and the demands of others
- Ways in which health information and messages can influence health decisions and behaviours
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described
  For example:
  - exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident
  - discussing how to use strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence

Contributing to healthy and active communities

- Ways in which regular physical activity in natural and built environments promotes health

Movement and physical activity

Moving our body

- Fundamental movement skills:
  - kick
  - catch
  - underarm throw
  - overarm throw
  - bounce
  - forehand strike
- Combination of locomotor and object control skills in minor games
- Locomotor skills:
  - run
  - jump
  - dodge
- Ways to maintain a balanced position when connecting movements
- Movement skills and tactics to achieve an outcome:
  - creating scoring opportunities
  - problem solving to achieve an outcome

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing:
  - improved sleep
  - social contact
- Movement skills that combine the elements of effort, space, time, objects and people

Learning through movement

- Cooperation skills and practices to ensure everyone is included in all physical activities
- Transfer of skills and knowledge to solve movement challenges
- Basic rules and scoring systems to keep physical activities safe and fair

Humanities And Social Sciences

Year level description

In Year 4, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.

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 to 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 this contributes 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 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 are given the opportunity to 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 the 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.

Economics and Business does not commence until Year 5. The Year 4 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as purchasing and financial literacy.

Content descriptions

Civics and citizenship

Knowledge and understanding

Government and society

- The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management)
- The differences between 'rules' and 'laws'
- The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values)
- People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity

Geography

Knowledge and understanding

The Earth's environment sustains all life

- The main characteristics (e.g. climate, natural vegetation, landforms, native animals) 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 different views on how they can be protected
- Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation
- The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably

History

Knowledge and understanding

First contacts

- The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life
- The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco de Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)
- The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)

Humanities and social sciences skills

Knowledge and understanding

Questioning and Researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart)
- Develop a range of focus questions to investigate
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)
- Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)

Analysing

- Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)
- Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)
- Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph)

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)

Communicating and reflecting

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms
- Develop texts, including narratives and biographies, that use researched facts, events and experiences
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)

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'ecole 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 ; 土よう日 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, いってきます/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 いきます
- 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

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes
- **fluency** includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations and collecting and recording data
- **problem-solving** includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations and using properties of numbers to continue patterns
- **reasoning** includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

Content descriptions

Number and algebra

Number and place value

- Investigate and use the properties of odd and even numbers
- Recognise, represent and order numbers to at least tens of thousands
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9
- Recall multiplication facts up to 10 × 10 and related division facts
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder

Fractions and decimals

- Investigate equivalent fractions used in contexts
- Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation

Money and financial mathematics

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies

Patterns and algebra

- Explore and describe number patterns resulting from performing multiplication
- Solve word problems by using number sentences involving multiplication or division where there is no remainder
- Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction

Measurement and geometry

Using units of measurement

- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures
- Compare objects using familiar metric units of area and volume
- Convert between units of time
- Use ‘am’ and ‘pm’ notation and solve simple time problems

Shape

- Compare the areas of regular and irregular shapes by informal means
- Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies

Location and transformation

- Use simple scales, legends and directions to interpret information contained in basic maps
- Create symmetrical patterns, pictures and shapes with and without digital technologies

Geometric reasoning

- Compare angles and classify them as equal to, greater than or less than a right angle

Statistics and probability

Chance

- Describe possible everyday events and order their chances of occurring
- Identify everyday events where one cannot happen if the other happens
- Identify events where the chance of one will not be affected by the occurrence of the other

Data representation and interpretation

- Select and trial methods for data collection, including survey questions and recording sheets
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values
- Evaluate the effectiveness of different displays in illustrating data features, including variability

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

Content descriptions

Science understanding

Biological Sciences

- Living things have life cycles
- Living things depend on each other and the environment to survive

Chemical Sciences

- Natural and processed materials have a range of physical properties that can influence their use

Earth and Space Sciences

- Earth's surface changes over time as a result of natural processes and human activity

Physical Sciences

- Forces can be exerted by one object on another through direct contact or from a distance

Science as a human endeavour

Nature and development of science

- Science involves making predictions and describing patterns and relationships

Use and influence of science

- Science knowledge helps people to understand the effect of their actions

Science inquiry skills

Questioning and predicting

- With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge

Planning and conducting

- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment
- Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately

Processing and analysing data and information

- Use a range of methods, including tables and simple column graphs to represent data and to identify patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

Evaluating

- Reflect on the investigation; including whether a test was fair or not

Communicating

- Represent and communicate ideas and findings using formal and informal representations

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

Learning in Design and Technologies builds on the range of concepts, skills and processes developed in previous years.

In Year 4, students have opportunities to learn about technologies in society as they create solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production (includes Food specialisations in this year); and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and sustainable environments.

Students' sense of ownership of their ideas is further developed and expanded, with a greater focus on community needs when making decisions about designs. They have opportunities to develop a broader understanding of the concept of themselves as consumers. Students begin to explore and learn to harness their creative, innovative and imaginative ideas.

Students become aware of the design characteristics and properties of materials, and the use of components and equipment when planning solutions. They have opportunities to reflect on actions to refine design solutions through the use of decision-making skills. Students engage in learning to explore the social and environmental sustainability implications of existing products and processes to raise awareness of their place in the world. Students explore the role of those working in design and technologies occupations, and how they think about the way a product might change in the future.

Students broaden the techniques they use to clarify and present ideas, such as drawing annotated diagrams for documenting design and production ideas.

Content descriptions

Knowledge and understanding

Technologies and society

- Role of people in design and technologies occupations
- Ways products, services and environments are designed to meet community needs, including consideration of sustainability

In Year 4, students have opportunities to learn about technologies in society as they create solutions in **at least one** of the following technologies contexts.

Technologies contexts

Engineering principles and systems

- Forces and the properties of materials affect the behaviour of a product or system

Food and fibre production

- Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs

Materials and technologies specialisations

- Suitability and safe practice when using materials, systems and components for a range of purposes

Processes and production skills

Creating solutions by:

Investigating and defining

- Define a sequence of steps to design a solution for a given task
- Identify and choose the appropriate resources from a given set

Designing

- Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms

Producing and implementing

- Select, and safely use, appropriate components and equipment to make solutions

Evaluating

- Use criteria to evaluate and justify simple design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions

Digital Technologies

Year level description

In Year 4, students further 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.

Students explore digital systems in terms of their components, and peripheral devices, such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing a capacity to use data and their representations to communicate ideas.

Students learn to define problems and to deduce and record conclusions through text and diagrams. They have opportunities to experiment with refining designing skills, describing their own algorithms that support branching (choice of options) and user input. Students implement solutions using appropriate software, including visual programming environments that use a variety of graphical elements. They define solutions to meet specific needs and consider society's use of digital systems that meet community requirements.

Students explain the safety aspects of communicating ideas and information using digital technologies.

Content descriptions

Knowledge and understanding

Digital systems

- Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data

Representation of data

- Different types of data and the same data can be represented in different ways

Processes and production skills

Collecting, managing and analysing data

- Collect and present different types of data for a specific purpose using software

Digital implementation

- Use simple visual programming environments that include a sequence of steps (algorithm) involving decisions made by the user (branching)
- Create and communicate ideas and information safely, using agreed protocols (netiquette)

Creating solutions by:

Investigating and defining

- Define a sequence of steps to design a solution for a given task
- Identify and choose the appropriate resources from a given set

Designing

- Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms

Producing and implementing

- Select, and safely use, appropriate components and equipment to make solutions

Evaluating

- Use criteria to evaluate and justify simple design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, to plan, create and communicate ideas and information for solutions

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 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