

## Term 3, 2025 – Curriculum Overview – Grade 4

ENGLISH	MATHEMATICS	THE HUMANITIES
<p>This term, students will focus on imaginative and information texts, in the form of poetry and persuasive texts. Students will engage with these texts' purpose, audience, structure and language features through the strands below.</p> <p><b>Language</b> Students will explore how language changes depending on the situation and audience. They'll learn to identify the difference between facts, opinions, and feelings in texts, and examine how different types of texts are structured and organised for different purposes. Students will continue to learn how authors create clear and connected writing using pronouns, determiners (like 'this' and 'those'), and text connectives such as 'however', 'next' and 'finally'. Students will also look at how digital texts use features like menus, headings, links and layout to support understanding. In their own writing, students will work on creating more detailed and descriptive sentences by using adjectival and adverbial clauses, as well as adverb and prepositional phrases to give extra information about what is happening. <a href="#">VC2E4LA01</a>, <a href="#">VC2E4LA02</a>, <a href="#">VC2E4LA03</a>, <a href="#">VC2E4LA04</a>, <a href="#">VC2E4LA05</a>, <a href="#">VC2E4LA06</a>, <a href="#">VC2E4LA07</a></p> <p><b>Literature</b> Students will respond to a range of literary texts by discussing how the structure and language choices shape meaning and affect the reader. They'll explore how authors use literary devices such as wordplay, figurative language and grammar in both prose and poetry to create engaging and meaningful texts. Students will also have the opportunity to create their own imaginative and information writing, developing features inspired by the texts they've read and their own life experiences. <a href="#">VC2E4LE02</a>, <a href="#">VC2E4LE04</a>, <a href="#">VC2E4LE05</a></p> <p><b>Literacy</b> Students will continue to develop their speaking and listening skills by building on others' ideas and clearly sharing their own opinions. In reading and writing, they'll practise using phonemic and morphological knowledge to read and spell more complex multisyllabic words. Students will explore how different types of texts are structured to suit their purpose and audience, and learn to connect information from print, images and sound to deepen understanding. They'll also focus on identifying main ideas, supporting details, and topic-specific vocabulary. As they read and listen, students will evaluate the evidence authors use to support their arguments and practise using strategies like re-reading, questioning and self-correction to monitor their own comprehension. <a href="#">VC2E4LY01</a>, <a href="#">VC2E4LY03</a>, <a href="#">VC2E4LY08</a>, <a href="#">VC2E4LY09</a></p>	<p><b>The Big Ideas in Number (Number and Algebra)</b> Students will continue their journey along the partitioning learning sequence for the thirding and fifthing families. They will identify fractions on a number line, equivalent fractions and fractions of a collection. Students will extend this knowledge to decimal fractions, tenths and hundredths, and how they are represented in the place value system. <a href="#">VC2M4N01</a> <a href="#">VC2M4N04</a> <a href="#">VC2M4N03</a></p> <p>Students will further develop their multiplicative thinking strategies into automatic recall of single digit multiplication equations and utilise the inverse relationship of multiplication and division. <a href="#">VC2M4A02</a> <a href="#">VC2M4N06</a></p> <p><b>Measurement</b> Students will measure and compare lengths, masses, capacities and temperatures. They will identify and compare angles to a right angle. Students will solve problems involving the duration of time. <a href="#">VC2M4M01</a> <a href="#">VC2M4M04</a> <a href="#">VC2M4M03</a></p> <p>Students will be encouraged and taught how to use efficient strategies when thinking mathematically.</p>	<p><b>Geographical Concepts and Skills</b></p> <p><b>Place, space and interconnection</b> Students will identify and describe the characteristics of places in different locations, including spatial distributions and patterns. Students will consolidate this knowledge by explaining the interconnections within and between places. <a href="#">VCGGC071</a><a href="#">VCGGC072</a><a href="#">VCGGC073</a></p> <p><b>Data and information</b> Students will collect and record geographical data. They will represent data by constructing tables, simple graphs and maps that conform to cartographic conventions. Students will interpret maps to develop conclusions using geographical terminology. <a href="#">VCGGC074</a><a href="#">VCGGC075</a><a href="#">VCGGC076</a></p> <p><b>Geographical Knowledge</b></p> <p><b>Diversity and significance of places and environments</b> Students will locate major countries of Africa and South America, in relation to Australia. They will explore climates of the world and identify types of natural vegetation. They will explore the links between vegetation, environment, sustainability, animals and people. They will identify similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places. They will connect this knowledge about places in terms of their type of settlement, demographic, characteristics and the lives of the people who live there. <a href="#">VCGGK077</a><a href="#">VCGGK081</a><a href="#">VCGGK082</a><a href="#">VCGGK083</a><a href="#">VCGGK084</a></p>



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SCIENCE	The ARTS	ITALIAN	PHYSICAL EDUCATION
<p>This term students will investigate how Earth's rotation on its axis causes regular changes, including night and day. They will learn about the relative sizes and movement of the sun, Earth, and its moon and their distances from one another. Students will develop an understanding of what rotation and revolution means when referring to Earth and the sun and the length of a day and year. They will investigate the relationship between the sun, Earth and its moon and how that affects our daily lives.</p> <p><a href="#">(VCSSU061)</a> <a href="#">(VCSIS065)</a> <a href="#">(VCSIS068)</a> <a href="#">(VCSIS072)</a></p>	<p>This term, students will study <b>Performing Arts</b>, focusing on <b>Dance</b> and <b>Drama</b>. Students will prepare and take part in a Junior-kirri performance as an introduction into the use of dance and drama to tell a story.</p> <p>Students will explore characters using facial expression, gesture and movement and explore feelings such as tension, fear or joy. They will focus on creating a story dance using costume items and props to inform their characters. Students will consider how objects might be used to create props. They will respond to feedback from teachers and peers and develop an understanding about safe dance practices. Students will present their story/dance to other class groups and the wider school community.</p> <p><a href="#">(VC2ADA4D01)</a> <a href="#">(VC2ADR4C01)</a> <a href="#">(VC2ADR4D01)</a></p>	<p>During term 3 students will participate in activities to develop their listening, speaking, reading, and writing skills in Italian. We will do a unit of work related to the book 'Tomasina Ha Sempre Fame' (Tomasina is Always Hungry) and learn new vocabulary and sequence events.</p> <p>Students will revise the days of the week and learn 'ieri, oggi e domani' (yesterday, today and tomorrow). We will also compare schools in Australia and Italy.</p> <div><p><a href="#">(VCITC021)</a><a href="#">(VCITC023)</a> <a href="#">(VCITC020)</a> <a href="#">(VCITC021)</a> <a href="#">(VCITC026)</a> <a href="#">(VCITC028)</a> <a href="#">(VCITU038)</a></p></div>	<p>During term 3 students will participate in a dance unit, demonstrating acceleration, deceleration and changing direction of movement in rhythmic and expressive activities. Students will participate in dance routines from or inspired by Aboriginal and Torres Strait Islander Peoples' cultures and different cultures. Students will have the opportunity to create and present their own dance routine at the end of the unit.</p> <p>Students will explore and practice different techniques to propel objects towards a range of targets from various distances by participating in a target games unit.</p> <p>Students will also participate in a skipping unit to explore how their body feels and describe how regular physical activity helps the body stay healthy and well.</p> <p><a href="#">VC2HP4M03</a>, <a href="#">VC2HP4M04</a>, <a href="#">VC2HP4M05</a>, <a href="#">VC2HP4M01</a></p>