

Content for Year 4 - Learning area content descriptions

| English    |   |  |  |   |   |  |  |
|------------|---|--|--|---|---|--|--|
| LANGUAGE   | <p><b>Language variation and change</b></p> <p>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 (ACELA1487)</p>   | <p><b>Language for social interactions</b></p> <p>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 (ACELA1488)</p> | <p><b>Evaluative language</b></p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p>   | <p><b>Purpose audience and structures of different types of texts</b></p> <p>Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</p>                     | <p><b>Text cohesion</b></p> <p>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)</p>   | <p><b>Punctuation</b></p> <p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)</p>   | <p><b>Concepts of print and screen</b></p> <p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</p>  |
|            | <p><b>Sentences and clause-level grammar</b></p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/ phrases and prepositional phrases (ACELA1493)</p> <p>Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)</p> | <p><b>Word-level grammar</b></p> <p>Understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</p>   | <p><b>Visual language</b></p> <p>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 (ACELA1496)</p>  | <p><b>Vocabulary</b></p> <p>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p>  | <p><b>Alphabet and phonic knowledge</b></p> <p>Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)</p>                                    | <p><b>Spelling</b></p> <p>Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)</p> <p>Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)</p> |  |
| LITERATURE | <p><b>How texts reflect the context of culture and situation in which they are created</b></p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p>   | <p><b>Personal responses to the ideas, characters and viewpoints in texts</b></p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</p>  | <p><b>Expressing preferences and evaluating texts</b></p> <p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p>  | <p><b>Features of literary texts</b></p> <p>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 (ACELT1605)</p> | <p><b>Language devices in literary texts, including figurative language</b></p> <p>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 (ACELT1606)</p> | <p><b>Creating literary texts</b></p> <p>Create literary texts that explore students' own experiences and imagining (ACELT1607)</p>  | <p><b>Experimentation and adaptation</b></p> <p>Create literary texts by developing storylines, characters and settings (ACELT1794)</p>  |
| LITERACY   | <p><b>Texts and the contexts in which they are used</b></p> <p>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</p>   | <p><b>Listening and speaking interactions</b></p> <p>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 (ACELY1687)</p>   | <p><b>Listening and speaking interactions</b></p> <p>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 (ACELY1688)</p> | <p><b>Oral presentations</b></p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)</p>  | <p><b>Purpose and audience</b></p> <p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</p>  | <p><b>Reading processes</b></p> <p>Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)</p>   | <p><b>Comprehension strategies</b></p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p> |
|            | <p><b>Creating texts</b></p> <p>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 (ACELY1694)</p>  | <p><b>Editing</b></p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</p>  | <p><b>Handwriting</b></p> <p>Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)</p>   | <p><b>Use of software</b></p> <p>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 (ACELY1697)</p>                                    |   |  |  |

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| Mathematics                               |  |   |   |  |  |  |
|---|--|---|---|--|--|--|
| Proficiency Strands                       | Understanding  | Fluency   | Problem Solving   | Reasoning  | The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.  |  |
| <b>NUMBER AND ALGEBRA</b>                 | <p><b>Number and place value</b></p> <p>Investigate and use the properties of odd and even numbers (ACMNA071)</p> <p>Recognise, represent and order numbers to at least tens of thousands (ACMNA072)</p> <p>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)</p> <p>Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)</p> <p>Recall multiplication facts up to <math>10 \times 10</math> and related division facts (ACMNA075)</p> <p>Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)</p> |   | <p><b>Fractions and decimals</b></p> <p>Investigate equivalent fractions used in contexts (ACMNA077)</p> <p>Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)</p> <p>Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)</p>  | <p><b>Money and financial mathematics</b></p> <p>Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)</p> | <p><b>Patterns and algebra</b></p> <p>Explore and describe number patterns resulting from performing multiplication (ACMNA081)</p> <p>Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)</p> <p>Find unknown quantities in number sentences involving addition and subtraction Identify equivalent number sentences involving addition and subtraction (ACMNA083)</p> |  |
| <b>MEASUREMENT AND GEOMETRY</b>           | <p><b>Using units of measurement</b></p> <p>Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)</p> <p>Use 'am' and 'pm' notation and solve simple time problems (ACMMG086)</p> <p>Convert between units of time (ACMMG085)</p> <p>Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG290)</p>   | <p><b>Shape</b></p> <p>Compare the areas of regular and irregular shapes by informal means (ACMMG087)</p> <p>Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)</p>  | <p><b>Location and transformation</b></p> <p>Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)</p> <p>Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)</p>   | <p><b>Geometric reasoning</b></p> <p>Compare angles and classify them as equal to, greater than, or less than, a right angle (ACMMG089)</p>  | <p><b>Pythagoras and trigonometry</b></p> <p>This sequence starts at Year 9</p>  |  |
| <b>STATISTICS AND PROBABILITY</b>         | <p><b>Chance</b></p> <p>Describe possible everyday events and order their chances of occurring (ACMSP092)</p> <p>Identify everyday events where one cannot happen if the other happens (ACMSP093)</p> <p>Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)</p>  |   | <p><b>Data representation and interpretation</b></p> <p>Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)</p> <p>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 (ACMSP096)</p> <p>Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)</p> |  |  |  |
| Science                                   |  |   |   |  |  |  |
| <b>SCIENCE UNDERSTANDING</b>              | <p><b>Biological sciences</b></p> <p>Living things have life cycles (ACSSU072)</p> <p>Living things depend on each other and the environment to survive (ACSSU073)</p>   | <p><b>Chemical sciences</b></p> <p>Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)</p>  | <p><b>Earth and space sciences</b></p> <p>Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</p>  | <p><b>Physical sciences</b></p> <p>Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)</p>   |  |  |
| <b>SCIENCE AS A HUMAN ENDEAVOUR Y 3-4</b> | <p><b>Nature and development of science</b></p> <p>Science involves making predictions and describing patterns and relationships (ACSHE061)</p>  |   | <p><b>Use and influence of science</b></p> <p>Science knowledge helps people to understand the effect of their actions (ACSHE062)</p>   |  |  |  |
| <b>SCIENCE INQUIRY SKILLS Y 3-4</b>       | <p><b>Questioning and predicting</b></p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS064)</p>   | <p><b>Planning and conducting</b></p> <p>With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS065)</p> <p>Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS066)</p> | <p><b>Processing and analysing data and information</b></p> <p>Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS068)</p> <p>Compare results with predictions, suggesting possible reasons for findings (AC SIS216)</p>   | <p><b>Evaluating</b></p> <p>Reflect on investigations, including whether a test was fair or not (AC SIS069)</p>  | <p><b>Communicating</b></p> <p>Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS071)</p>  |  |

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| Humanities and Social Sciences                                       |   |  |   |  |   |
|--|---|--|---|--|---|
| <b>KNOWLEDGE AND UNDERSTANDING</b>                                   | <b>History</b><br>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)<br>The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084)<br>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085)<br>The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086) |  | <b>Geography</b><br>The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)<br>The importance of environments, including natural vegetation, to animals and people (ACHASSK088)<br>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)<br>The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090) |  | <b>Civics and citizenship</b><br>The role of local government and the decisions it makes on behalf of the community (ACHASSK091)<br>The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)<br>The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093) |
|  | <b>Questioning</b><br>Pose questions to investigate people, events, places and issues (ACHASSI052, ACHASSI073)  | <b>Researching</b><br>Locate and collect information and data from different sources, including observations (ACHASSI053, ACHASSI074)<br>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054, ACHASSI075)<br>Sequence information about people's lives and events (ACHASSI055, ACHASSI076) | <b>Analysing</b><br>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056, ACHASSI077)<br>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057, ACHASSI078)   | <b>Evaluating and reflecting</b><br>Draw simple conclusions based on analysis of information and data (ACHASSI058, ACHASSI079)<br>Interact with others with respect to share points of view (ACHASSI059, ACHASSI080)<br>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060, ACHASSI081) | <b>Communicating</b><br>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061, ACHASSI082)  |
| <b>The Arts</b>  |   |  |   |  |   |
|  | <b>DANCE</b><br><b>Y 3-4</b>  | <b>DRAMA</b><br><b>Y 3-4</b>   | <b>MEDIA ARTS</b><br><b>Y 3-4</b>   | <b>MUSIC</b><br><b>Y 3-4</b>   | <b>VISUAL ARTS</b><br><b>Y 3-4</b>  |
| <i>Exploring ideas and improvising with ways to represent ideas</i>  | Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)  | Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)  | Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)   | Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)   | Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)   |
| <i>Developing understanding of practices</i>                         | Practise technical skills safely in fundamental movements (ACADAM006)   | Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)   | Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)   | Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085)  | Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)  |
| <i>Sharing artworks through performance, presentation or display</i> | Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)  | Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)   | Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)  | Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)  | Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)  |
| <i>Responding to and interpreting artworks</i>                       | Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)   | Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)   | Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR061)   | Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)  | Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)  |

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| Technologies                                       |  |  |   |
|--|--|--|---|
|  | DIGITAL TECHNOLOGIES Y 3-4   | DESIGN AND TECHNOLOGIES Y 3-4  |   |
| <b>KNOWLEDGE AND UNDERSTANDING</b>                 | <p>Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)</p> <p>Recognise different types of data and explore how the same data can be represented in different ways (ACTDIK008)</p>  | <p>Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)</p> <p>Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)</p> <p>Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)</p> <p>Investigate the suitability of materials, systems, components tools and equipment for a range of purposes (ACTDEK013)</p>   |   |
| <b>PROCESSES AND PRODUCTION SKILLS</b>             | <p>Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)</p> <p>Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)</p> <p>Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)</p> <p>Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)</p> <p>Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)</p> | <p>Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)</p> <p>Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)</p> <p>Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016)</p> <p>Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)</p> <p>Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)</p> |   |
| Health and Physical Education                      |  |  |   |
| <b>PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 3-4</b> | <p><b>Being healthy, safe and active sub-strand</b></p> <p>Explore how success, challenge and failure strengthen identities (ACPPS033)</p> <p>Explore strategies to manage physical, social and emotional change (ACPPS034)</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</p> <p>Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</p>  | <p><b>Communicating and interacting for health and wellbeing sub-strand</b></p> <p>Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)</p> <p>Investigate how emotional responses vary in depth and strength (ACPPS038)</p> <p>Discuss and interpret health information and messages in the media and internet (ACPPS039)</p>  | <p><b>Contributing to health and active communities sub-strand</b></p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)</p> <p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)</p> <p>Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)</p> |
| <b>MOVEMENT AND PHYSICAL ACTIVITY Y 3-4</b>        | <p><b>Moving our body sub-strand</b></p> <p>Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)</p> <p>Practise and apply movement concepts and strategies with and without equipment (ACPMP045)</p>  | <p><b>Understanding movement sub-strand</b></p> <p>Examine the benefits of physical activity to health and wellbeing (ACPMP046)</p> <p>Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)</p> <p>Participate in physical activities from their own and other cultures (ACPMP108)</p>  | <p><b>Learning through movement sub-strand</b></p> <p>Adopt inclusive practices when participating in physical activities (ACPMP048)</p> <p>Apply innovative and creative thinking in solving movement challenges (ACPMP049)</p> <p>Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)</p>   |
| Languages  |  |  |   |
|  | See <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages  |  |   |