## 2015 Year 4 Yearly Plan

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<th>Learning Area</th>
<th><strong>Term 1</strong></th>
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<td><strong>Religious Education</strong></td>
<td>All Powerful God (Bible) Loved and Forgiven (Penance/Easter Lent)</td>
<td>Coming to Your Table (Eucharist) Whispers from Within (Baptism)</td>
<td>Creator of Human Life (Jesus) The Spirit who Strengthens (Confirmation)</td>
<td>God Knows Everything (Church) Together in Prayer (Prayer/Advent)</td>
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<tr>
<td><strong>English</strong></td>
<td>Literacy, Literature and Language</td>
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<td>• Procedures</td>
<td>• Letter Writing</td>
<td>• Report (Information)</td>
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<td>• Expositions</td>
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<td>• Spelling Program</td>
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<td>• Narratives - Mrs Ledger Lit Specialist</td>
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<td><strong>Mathematics</strong></td>
<td>Number and Algebra Statistics and Probability</td>
<td>Number and Algebra Measurement and Geometry</td>
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<td><strong>Science</strong></td>
<td><strong>Chemical Science</strong></td>
<td><strong>Earth and Space Science</strong></td>
<td><strong>Biological Science</strong></td>
<td><strong>Physical Science</strong></td>
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<td>Natural and processed materials have a range of physical properties: These properties can influence their use (ACSSU074)</td>
<td>Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</td>
<td>Living things have life cycles (ACSSU072) Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</td>
<td>Forces can be exerted by one object on another through direct contact or from a distance (ACSSU078)</td>
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<td><strong>Humanities</strong></td>
<td><strong>History</strong></td>
<td><strong>History</strong></td>
<td><strong>Civics and Citizenship</strong></td>
<td><strong>Geography</strong></td>
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| | 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 (ACHHK078) Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHHK079) | 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) and the implications for their daily lives (ACHHK077) The nature of contact between Aboriginal people and Torres Strait Islanders Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080) | Government and democracy The purpose of government and some familiar services provided at the local level (ACHCK011) Laws and citizens The differences between ‘rules’ and ‘laws’ (ACHCK012) Why laws are important (ACHCK013) Citizenship, diversity and identity How a person’s identity can be shaped by the different cultural, religious and/or social groups to which they may belong (ACJCK014) **First five weeks of Term 3 is Civics & Citizenship** | The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of vegetation and native animals in at least two countries from both continents (ACHGK020) The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021) The importance of environments to animals and people, and different views on how they can be protected (ACHGK022) The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023) | **First five weeks of Term 3 is Geography** | **Last five weeks of Term 3 is Geography** | **Note:**

**Note:**

- **Term 4: Geography**
- **Term 4:**
  - First five weeks of Term 3 is Civics & Citizenship
  - Last five weeks of Term 3 is Geography
### Arts

**Dance/Music**

- **Dance**
  - **Music**
    - Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)
    - Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)
    - Practise technical skills safely in fundamental movements (ACADAM006)
    - Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)
    - 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)
    - Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)
    - 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)

- **Media**
  - **Drama**
    - Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)
    - Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)
    - Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)
    - 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)

- **Visual**
  - 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 (ACAVAR008)
  - Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
  - Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
  - 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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**Note:** Technologies integrated.