### Year 4/5 Overview 2012

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<th>Term One</th>
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| **English (C2C) - 4**  
Examining humour in poetry  
Students identify and analyse the literary devices of humour used in poetry by different authors. Students create a humorous poem and present it to a familiar audience in an informal context.  
(Unit 5, Year 5) | **Responding to poetry**  
Students listen to, read and view a range of poetry, songs, anthems and odes from different times to create a folio of responses. They analyse authors’ use of language and its impact on the messages and ideas of text.  
(Unit 5, Year 5) | **Examining media texts**  
Students listen to, read, view and interpret a range of news articles and reports from magazines, journals, newspapers, television and internet websites to respond to viewpoints portrayed in media texts. They create a multimodal news article, including written, visual, spoken and/or audio elements, from a particular viewpoint.  
(Unit 3, Year 5) | **Examining literary texts (fantasy novel)**  
Students listen to, read and interpret a range of animations including film and digital texts, presenting points of view of interpersonal relationships of and ethical dilemmas faced by fantasy characters within real world settings during a panel discussion. They produce an imaginative multimodal comic strip exploring a character’s behaviour when faced with an ethical dilemma.  
(Unit 4, Year 5) |
| **Examining recounts of texts set in the past**  
Students listen to, read and view a variety of historical texts including narratives, diaries, logs, journals, newspaper reports and documentaries to write a literary recount set in the past from a different perspective. They demonstrate understanding of texts through written responses. Student recount is imaginative and response is informative.  
(Unit 7, Year 5) | **Examining characters in animated film**  
Students listen to, read, view and interpret a range of animations including film and digital texts, presenting points of view of interpersonal relationships of and ethical dilemmas faced by fantasy characters within real world settings during a panel discussion. They produce an imaginative multimodal comic strip exploring a character’s behaviour when faced with an ethical dilemma.  
(Unit 4, Year 5) | **Examining literary texts (fantasy novel)**  
Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to the plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.  
(Unit 1, Year 5) | **Exploring narrative and narrative film**  
Students listen to, read and view films and novels with a range of non-stereotypical characters involving flashbacks or shifts in time. They create a written comparison of a novel and the film version of the novel. They demonstrate understanding of positioning of non-stereotypical characters in a chosen film through a viewing comprehension.  
(Unit 7, Year 5) |
| **Retelling a familiar story**  
Students listen to, read and view stories from and about Aboriginal and Torres Strait Islander histories and cultures, to retell a familiar story as an oral presentation. They demonstrate understanding by responding in writing to comprehension questions focusing on themes of and messages in stories. The student retelling is imaginative and the response is informative.  
(Unit 8, Year 5) | **Investigating author’s language in a familiar narrative**  
Students read a narrative and create a new chapter for that narrative to present to their peers.  
(Unit 6, Year 5) | **Creating stories set in the past**  
Students listen to, read and view stories from and about people in Australia's past, including those from other cultures, and contemporary stories about people in Australia. They demonstrate understanding of past and contemporary stories through written responses focusing on character development, use of dialogue and language features. They use their knowledge to create a written digital narrative highlighting a character’s development.  
(Unit 6, Year 5) | **Investigating persuasion**  
Students listen to, read and view a range of non-fiction and multimodal persuasive product advertisements from different times. They demonstrate understanding of text through written and spoken responses, focusing on techniques and language features used to persuade viewer. They justify opinions to peers during panel discussion.  
(Unit 8, Year 5) |
| **Exploring quest novels**  
Students listen to, read and interpret a novel from the fantasy genre. They show an understanding of character development, use of dialogue and language features. They use their knowledge to create a written digital narrative highlighting a character’s development.  
(Unit 2, Year 5) | **Persuading others**  
Students listen to, read and view a variety of commercial packaging and related advertisements. Students demonstrate understanding through written responses to reading comprehension focusing on persuasive techniques used in commercial packaging. Students design and promote a commercial package for a known type of product.  
(Unit 4, Year 5) | **Students listen to, read and view stories from and about Aboriginal and Torres Strait Islander histories and cultures, to respond to viewpoints portrayed in media texts. They create a multimodal news article, including written, visual, spoken and/or audio elements, from a particular viewpoint.  
(Unit 3, Year 5) | **Responding to poetry**  
Students listen to, read and view a range of poetry, songs, anthems and odes from different times to create a folio of responses. They analyse authors’ use of language and its impact on the messages and ideas of text.  
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Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to the plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.  
(Unit 1, Year 5) | **Reviewing narrative film**  
Students listen to and view narrative films and spoken, written and digital movie reviews to create a written movie review of a chosen film expressing and justifying opinions during a panel discussion.  
(Unit 8, Year 5) |
In this unit students apply a variety of mathematical concepts in real-life, like and purely mathematical situations. They will develop understandings of:

- Factors and multiples — exploring number sequences and divisibility rules
- Addition and subtraction — developing a range of mental and written strategies to solve problems and check the reasonableness of solutions
- Fractions and decimals — comparing and ordering using diagrams and number lines
- Data — posing the question, planning the data collection, collecting, displaying and interpreting data.

In this unit students apply a variety of mathematical concepts in real-life, like and purely mathematical situations. They will develop understandings of:

- Time — read, represent, convert, calculate durations
- Number sense — place value, order, compare, partition and regroup five-digit numbers
- Equivalent fractions — halves, quarters, eighths, thirds, sixths, fifths, tenths
- Basic facts — addition, subtraction, multiplication and division.

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<th>Technology</th>
<th>The Arts – 4/5</th>
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<td>Here today gone tomorrow Students explore the effect of human activity, natural disasters and extreme weather that causes weathering and erosion of the earth’s surface. Students relate this to their local area and to predict consequences of future occurrences and human activity. 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. Students 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.</td>
<td>YEAR 4: Technology as a human endeavour Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. Aspects of appropriateness influence product design and production decisions (Design project: Biosphere)</td>
<td>YEAR 4: Information, materials and systems (resources) Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas. (Design project: reflects Science unit’s focus, e.g. torch (yr 5))</td>
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<td>Material use In this unit, students investigate a range of physical properties of materials and consider how these influence their selection and use.</td>
<td>Media Still and moving images, sounds and words are selected to construct media texts. Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts. Visual Art Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns. Texture creates contrast and patterns using lines, rubbings and markings.</td>
<td>Dance Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences. Group formations are used to organise dancers in short movement sequences. Simple rhythmic patterns are used for timing of movements in short movement sequences.</td>
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<td>Ready, set, grow! In this unit, students investigate life cycles. They examine relationships between living things and their dependence on the environment.</td>
<td>Visual Art Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns.</td>
<td>Drama Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice.</td>
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<td>Speedy but safe In this unit, students investigate how forces affect objects through direct and indirect contact and relate this to the safety equipment.</td>
<td>YEAR 4: Place and Space Environments are defined by physical and human dimensions Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere Physical features of environments influence the ways in which people live and work in communities Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key. YEAR 5: Place and Space Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours. Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones. Political and Economic Systems Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited. 4-different Australian environments and influence of human’s actions 5-local Australian environments and impact of human’s attitudes and actions (incl. needs and wants)</td>
<td>YEAR 5: Time, Continuity and Change British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of terra nullius, establishment of penal and free settlements, contact with the Indigenous population and the development of industries Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints. 4-First Contacts 5-Gold rush</td>
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<td>YEAR 4: Culture and Identity Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles.</td>
<td>YEAR 5: Political and Economic Systems Australia’s legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system. Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups</td>
<td>YEAR 5: Place and Space</td>
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<td>HPE – 4/5</td>
<td>Personal development</td>
<td>Health</td>
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<td>Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.</td>
<td>Individual and group action can promote health and wellbeing, including safety.</td>
<td>Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments.</td>
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<td>Other</td>
<td>Are we good or bad for the environment? Year 5 Bilai Excursion – Rocky Ramble (aligns with term 2 Science unit)</td>
<td>4-Robots in motion (technology) Year 4 Bilai Excursion – Ready, Set, Grow (aligns with Science unit)</td>
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