



YEAR 4 SEMESTER 1 CURRICULUM OVERVIEW

This overview supports the understanding of our Learning Summaries by providing a clear explanation of the semester's curriculum coverage.

Unit of Inquiry

Who we are

In the Unit of Inquiry, Who we are, learners explored how informed choices can support our well-being. They developed their research skills by exploring the five different types of wellbeing using books, videos, and digital resources. They practiced asking questions, identifying reliable sources, gathering information, and organizing their findings. They also strengthened their self-management skills by setting personal goals, making thoughtful choices, and reflecting on daily habits that impact their well-being. Through these actions, learners became more aware of how to take responsibility for their own wellbeing and how their choices can positively affect others.

Where we are in place and time

In the Unit of Inquiry, Where we are in place and time, learners explored how migration of people changes places and communities over time. They identified push and pull factors that influence why people choose to migrate and the effects of this. Learners applied their research, communication and thinking skills, when they inquired into the migration story of someone they knew. Through synthesis of their findings, they shared how migration may have changed the perspective within individuals, families and communities of host and home regions.

Language Arts

This semester, learners built foundational skills in grammar and writing craft through a variety of engaging texts. They focused on using precise nouns, descriptive adjectives, and powerful verbs in shorter pieces like personal narratives, recounts, and a wellbeing journal. Learners also actively experimented with different sentence types, utilising simple and very short sentences for rhythm and impact, particularly in free-verse poetry. These skills were integrated into a major project: composing a personal migration memoir. During this unit, they developed vocabulary by analysing word roots, enhanced their ideas through focused questioning, and improved voice by applying adverbs to enrich descriptions. Finally, they focused on organisation by drafting reflective paragraphs and refined their work through a thorough process of editing and proofreading, enabling them to communicate complex personal stories clearly and cohesively.

Mathematics

This semester, learners deepened their understanding across number, pattern and function, and measurement. In number, they extended place value knowledge to the hundred thousands, practised rounding, and learned to position numbers accurately on a number line. They built fluency in adding and subtracting 4-digit numbers using both mental and written strategies, and applied these skills in problem-solving and word problems. Learners also explored multiplication, recalling facts from the 2, 3, 4, 5, 6, 9, and 10 times tables, using known facts to solve unknown ones, and applying grid and column methods to multiply 3- or 4-digit numbers by a single digit. In pattern and function, they used properties of odd and even numbers to make predictions and explored the associative properties of addition and subtraction. In measurement, they practised reading 12- and 24-hour clocks, calendars, timetables, and timelines, and measured capacity and temperature using standard units.

Languages

Please refer to the section applicable for your child

English as an additional language

Tier 2 EAL learners have been supported in developing their English through language linked to their Units of Inquiry. They explored vocabulary connected to themes such as feelings and emotions, healthy living and friendships. Learners practiced using functional phrases like "I feel happy when...." Regular reading aloud has been a focus, helping learners to increase fluency and improve comprehension. Many tasks included speaking and listening engagements to help learners gain confidence when communicating their ideas in English. In Tier 3 EAL classes, learners practiced identifying nouns, adjectives, and verbs within a variety of texts which they then used to construct simple sentences and short narratives of their own. Learners have worked on understanding the basic structure of a story and used this knowledge to plan their own writing.

French

This semester, learners expanded their French skills in speaking, listening, reading, and writing through engaging texts and activities. They practised how to introduce themselves, numbers to 50, days, time, colours, body parts, family, and clothing, while exploring daily routines, weather, and transport. In 'Discover My School', they described subjects, classroom objects, and timetables. In UOI Sharing the Planet, they studied the water cycle, created diagrams, and reflected on saving water, building confidence, communication, and cultural awareness.

Chinese

In Semester 1, Year 4 learners delved into personal interests and the development of emotional literacy. The semester started with the unit 'My Leisure Time'. Learners were introduced to a wide range of vocabulary related to hobbies and leisure activities. They were encouraged to use high-frequency words and more complex sentence structures when discussing how they spend their free time. The learning then transitioned to 'Feelings and Emotions'. Learners acquired vocabulary and conversational skills to express their own emotions and discuss feelings in different situations. They also applied this new knowledge in their reading and writing tasks.

Specialist Learning Areas

Music

Students explored musical identity, migration and values, plus simple machines in instruments. They described and refined creative processes, then used GarageBand to layer timbres reflecting cultural characteristics and clear structure. Research connected levers, screws and other mechanisms to sound production. Most recognised styles across cultures, transferred elements into original works, and performed reliably while articulating the purpose behind their choices.

Visual Arts

In Semester 1, Year 4 learners explored balance in art through digital and traditional media to express their identity. They created self-portraits on individually designed watercolor paper, and enhanced their artwork with digitally made backgrounds to show one of the three balance types in art. In the second unit, they will design relief clay tiles inspired by the school's or their own cultural values, blending creativity with personal expression.

PHE

In PHE, Year 4 learners started with a Health Related Fitness unit where they explored various aspects of wellbeing, body systems, and nutrition, understanding how these are interconnected. This was demonstrated in the cross-country event, where learners set personal goals to achieve their best performance. Subsequently, in their Adventure Challenge unit, they focused on collaboration, enhancing their communication skills, and resolving conflicts.

Aquatics

In Swimming, learners have been refining their front crawl technique, with an emphasis on developing appropriate starts and finishes. Learners have worked on improving their stamina and applying their skills in competitive situations. They have also practised diving; progressing from the side of the pool to the starting block. Learners are currently practising basic tumble turn techniques, focusing on the push-off from the wall and maintaining a streamlined position. In addition, they have engaged in stroke analysis activities, observing their peers to identify personal goals and areas for improvement. Furthermore, they were introduced to the fundamentals of aquathlon, combining swimming and running while learning how to pace themselves and transition effectively between the two disciplines.