



## YEAR 4 SEMESTER 2 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

#### How we express ourselves

In the Unit of Inquiry, *How we express ourselves*, learners explored how clothing choices can reflect people's values and beliefs. They investigated natural, synthetic, and blended fabrics and considered the environmental and social impacts of clothing production. Through research, discussion, and inquiry activities, learners developed their research and critical thinking skills while exploring sustainability and responsible consumer choices. As part of the design process, they reflected on their own values and collaboratively created clothing designs that communicated what was important to them, demonstrating creativity, communication, and self-management throughout the unit.

#### How the world works

In the Unit of Inquiry, *How the world works*, learners explored how people use simple machines to make tasks easier in everyday life. They began by investigating forces such as gravity, friction, and push and pull forces, examining how these influence the movement of objects. Through hands-on investigations and experiments, learners developed their inquiry and thinking skills by making predictions, collecting evidence, and drawing conclusions. They explored the six simple machines and applied their understanding through design challenges, including the creation of a compound machine. Throughout the unit, learners strengthened their communication, collaboration, and reflection skills while deepening their understanding of how scientific principles shape the world around them.

### Language Arts

This semester, Year 4 learners have further developed their writing skills by focusing on precision, expanding ideas, and improving sentence control. To embellish their writing, they have also been using a variety of new sentence types including: W-Start sentences, Preposition Start sentences, and -Ing Start sentences. Their grammatical skillset has expanded to include the purposeful use of verbs, prepositions, pronouns, articles, apostrophes, and rhyming. In narrative writing, learners mastered plot structure by establishing a setting (the 'where'), developing characters (the 'who'), introducing a conflict (the 'why'), and wrapping up their story with a clear ending (the 'resolve'). In non-fiction writing, they applied their skills to compose an explanatory piece about a simple machine, while in our unit about trade learners have been exploring the persuasive language of advertising in order to promote a product. In reading, learners have consolidated their decoding and comprehension skills across various text types through shared reading, independent reading, guided reading, and literacy circles.

### Mathematics

This semester, learners deepened their understanding across number, data handling, measurement, and geometry. In number, they developed written division strategies and explored fractions and decimals, learning to compare, order, and represent them in a variety of ways while making connections to money and measurement. In data handling, learners designed surveys, collected and organised information, created bar and line graphs, and analysed data to draw conclusions. In measurement and geometry, they explored length, perimeter, area, mass, money, angles, and the properties of two- and three-dimensional shapes. Learners also investigated symmetry, coordinates, reflections, rotations, and translations, applying their understanding through practical investigations and problem-solving activities.

## Languages

Please refer to the section applicable for your child

### English as an additional language

Tier 2 EAL learners have been supported in developing English through language linked to their Units of Inquiry. Learners explored vocabulary and structures connected to themes such as systems and structures, and diversity, practising functional language including prepositions and strong action words. In the Tier 3 EAL classes, learners extended their skills through verbal and written tasks when explaining how something works or why something happens.

### French

This semester, learners expanded their French skills in speaking, listening, reading, and writing through engaging texts and activities. They explored *staying healthy*, learning vocabulary about food groups, balanced meals, sport, and expressing opinions with reasons. Learners described daily routines using time and prior knowledge, while developing grammar skills and pronunciation through storytelling, and creating their own narratives. In *Nature Around Us*, learners described forests, jungles, and beaches, including an excursion to Cloud Forest, using vocabulary for animals and natural environments. In *My Community*, learners described places, what people do there, and why they like them. By semester's end, learners showed growing confidence, understanding, and creativity.

### Chinese

In Semester 2, Year 4 learners investigated how humans adapt to weather and how food markets work. They began by celebrating the Lunar New Year before studying weather and clothing. Learners practised using full sentences to discuss different weather conditions and the appropriate clothes needed for them. In the second half of the semester, they focused on shopping for food. Learners learned vocabulary and sentence structures for food and drinks, which helped them practice ordering meals, asking for prices, and writing short texts in Chinese.

## Specialist Learning Areas

### Music

Students explored how music reflects identity, culture and personal values while investigating how migration influences musical traditions around the world. Through listening, discussion and research, they identified characteristics of different musical styles and considered how cultural influences shape musical expression. Learners examined how simple machines and mechanisms contribute to sound production in instruments, making connections between scientific concepts and musical design. Using GarageBand, they planned, created and refined original compositions, layering timbres, rhythms and structures to reflect selected cultural influences. Throughout the unit, students developed their ability to describe and evaluate their creative processes, perform with increasing confidence, and justify the musical choices made in their compositions. Most successfully transferred stylistic elements from a range of musical traditions into original works while demonstrating thoughtful musical decision-making.

### Visual Arts

In Semester 2, Year 4 learners explored painting, textiles, and sustainable art through a variety of creative projects. During their Dragon Eye project, they strengthened their watercolour techniques while learning to create texture and detail through drawing and painting. Learners also embarked on a journey into upcycled fashion and design by

transforming old T-shirts into tote bags, pouches, hair accessories, or soft stuffies. Along the way, they explored the Shibori folding technique, experimented with natural dyes such as turmeric, and practised sewing skills using running stitch and blanket stitch to assemble their creations. Learners also demonstrated open-mindedness and confidence as they learned how to safely use a sewing machine.

## PHE

In PHE, Year 4 learners have expanded their understanding of selecting a difficulty level suited to their abilities in Individual Pursuits, leading to them taking responsibility for their own personal challenge. In their Movement Composition unit, learners experienced and applied rotation, locomotion, balance, and flight while creating a basic routine. Additionally, they are currently completing their games unit, which includes football and cricket.

## Aquatics

In Semester 2, learners have been practising their breaststroke, backstroke, and front crawl techniques, with a focus on improving stroke efficiency and endurance. They were also introduced to the butterfly kick and practised coordinating basic arm and leg actions over short distances. Through peer teaching activities, learners developed their observation and communication skills by giving and receiving feedback to support improvement. Using visual demonstrations in the classroom, learners first developed an understanding of correct diving techniques before progressing to practising different levels of diving in the pool, aiming to achieve a track start dive.