



Unit of Inquiry Parent Overview

Grade: 4

Duration: UOI 1 (Term 1 & 2 - 20 weeks) & UOI 2 (Term 1 – 10)

UOI 1: WHO WE ARE: An inquiry into the nature of the self; beliefs and values; **personal, physical, mental, social and spiritual health**; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. (Term 1 & 2 – 20 weeks)

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Choices impact safety	An inquiry into healthy lifestyles, strategies to manage health and how growth mindset impacts relationships and wellbeing.	Causation Perspective	Balanced Reflective Communicator

UOI 2: HOW WE ORGANISE OURSELVES: - An inquiry into the interconnectedness of human-made systems and communities; **the structure and function of organisations**; **societal** decision-making; economic activities and their impact on humankind and the environment. (Term 1 – 10 weeks)

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Decisions shape communities and identities	An inquiry into how local governments influence communities, how groups shape our identity, rules and laws and sustainable management of resources.	Responsibility Function	Knowledgeable Caring Principled

Summative Assessment Tasks

UOI 1 Health

Protective Behaviours: Students will list actions that they and their friends can take to protect themselves (at school, in the community and online)
Personal, social and community health and safety: Students will plan a healthy party for friends. They will explain how the party will be healthy, safe and get people physically active.

UOI 2 HASS

How do cultural and social factors shape identity? Students explain how cultural and social factors contribute to their identity and sense of belonging.
Importance and role of local government, community members and laws: Students will describe the role of local government in the community and justify the significance of rules and laws in our society.
Importance of environments, sustainable allocation and management of resources: Students will describe the importance of environments in our community and justify why it is important to manage resources sustainably.

Learning Areas Covered UOI 1

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during this Term.

Health - Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships, and wellbeing.

Maths

Students will solve problems choosing efficient strategies. They will construct picture, bar and column graphs as well as collect and interpret data. Students will also explore time, convert between units of time, and calculate time intervals between events when solving problems.

English

Students will engage in the novel "Matilda" by Roald Dahl. They will respond to comprehension questions and construct character descriptions using descriptive language.

Chinese - Investigate traditions, music and culture.

Learning Areas Covered UOI 2

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during this Term.

HASS – Civics and Citizenship, Geography

Students explore how cultural and social factors contribute to their identity and sense of belonging. They investigate the importance of environments in our community and why it is important to manage resources sustainably. Students study the role of local government in the community and the significance of rules and laws in our society.

Digital Technology

Students will investigate how digital systems share information, explore how these systems transmit different types of data and learn how to become safe and responsible digital citizens by identifying their digital footprint stored online. They will also examine how digital and information systems meet personal, school or community needs.

Music

The children will be learning about the elements of music through the Carnival of the Animals Suite by Camille Saint-Saëns. They will investigate how Saint-Saëns used the various elements of music to describe different animals. They will continue learning and practising rhythms including the introduction of ti-tika and tika-ti.

Suggested Parent Involvement UOI 1

- Write a descriptive paragraph about a pet, family member or book character.
- Explore four-digit numbers in the environment (e.g., newspapers, signs, magazines etc).
- Have your child time how long it takes them to do an activity (e.g., get ready for school).
- Research a variety of communities or areas of health and safety that your child shows an interest.
- See if you can find some YouTube clips or music to improve your child's wellbeing.

Suggested Parent Involvement UOI 2

- Brainstorm some of the rules in your household or laws in your local community, and the consequences of not abiding by these rules and laws.
- Read a variety of descriptive texts and discuss with your child the elements the author used to engage the reader. e.g., figurative language (similes, metaphors), noun groups, verb groups, adjectives etc.