

## English Yearly Overview Scope and Sequence

Stage 2 | Year 4 | 2024

	Term 1	Term 2	Term 3	Term 4
<b>Duration</b>	Term 1 Week 1-9	Week 1-9	Week 1-10	Week 1-8
<b>Unit Title</b>	The Enchanted Journey	Understanding Science	The Power of Emotions	Communicating History
<b>Textual Forms</b>	Imaginative	Informative	Persuasive/Imaginative	Informative/imaginative
<b>Textual Concept</b>	<b>Character</b> , narrative, genre; fantasy	<b>Genre</b> ; Code and conventions of Science Fiction	<b>Argument and Authority</b> , imagery, symbol and connotation	<b>Perspective and context</b> , theme, imagery, symbol and connotation
<b>Related KLAS</b>	n/a	Science and Technology	n/a	History
<b>Overview</b>	<p><b>Big Idea: Authors and illustrators use effective techniques to engage and entertain readers.</b></p> <p>In this unit, students will study a range of imaginative texts based on the literary theme of mythical creatures. Students will examine the key features of the fantasy genre and identify these in texts studied. The unit will focus on the textual concepts of character and narrative. The unit will support the development of rich reading and comprehension skills as well as up-leveling student's creative writing skills. Using their knowledge of genre, they will write their own narrative based on the same theme.</p>	<p><b>Big Idea: Factual texts have specific features which influence their suitability for different audiences.</b></p> <p>In this unit, students will study a range of texts with the purpose to inform the audience. Students will study a range of print and multi-media texts that have been designed to explain how solids and liquids change state, the properties of natural and processed materials and the effects of adding and removing heat. The unit will focus on the textual concept of genre. Students will explore a range of different ways genres can be blended with the informative genre. Students will be tasked with creating their own informative text to describe a 'mechanical' styled bug that they have designed. Students may compose this text using either print or digital formats, incorporate multimodal elements such as diagrams or models to enrich their text. The final creations will be compiled into a comprehensive grade book, which will then be published in our school library for everyone to access and enjoy.</p>	<p><b>Big Idea: Emotions can be conveyed through different points of view and text structures.</b></p> <p>This unit focuses on the exploration of emotional expression through diverse points of view and text structures, with the central text being the free verse work 'The Little Wave' by Pip Harry. Students will delve into the textual concept of Point of View while examining the themes of friendship, teamwork, community, grief, and bullying. The study of emotive language will complement an in-depth analysis of persuasive texts. Students will examine the purpose, structure and the language forms and features of persuasive texts and gain a comprehensive understanding of how emotions can be harnessed to effectively influence and engage an audience. Secondary to this, students will explore the persuasive nature of the text and the literary tools used to change a person's point of view. Various mentor texts will be used to assist students in writing and creating an oral persuasive text.</p>	<p><b>Big Idea: Time, authors, audience and purpose influence structure.</b></p> <p>In this unit, students will explore the themes of connection to country and sustainability as they are presented within historical narrative, imaginative and informative texts. They will identify the different structures and features of informative and imaginative texts and discuss how these structures and features support the purpose of hybrid texts. In this unit, there will be a special focus on Aboriginal and Torres Strait Islander peoples' connection to country and their commitment to caring for their environment. Drawing upon the mentor texts studied in this unit, students will write a hybrid text in the form of a letter and a haiku poem. At the conclusion of the unit, students create a stop motion demonstrating context and perspective of their haiku poem.</p>
<b>Outcomes</b>				
EN2-OLC-01, EN2-VOCAB-01, EN2-REFLU-01, EN2-RECOM-01, EN2-CWT-01, EN2-CWT-02, EN2-CWT-03, EN2-SPELL-01, EN2-HANDW-01, EN2-HANDW-02, EN2-UARL-01				