

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

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# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

## PRIMARY SCHOOL RESOURCE KIT

Primary school resource kit	
Content descriptions	
Humanities and Social Sciences	English
The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092) <sup>1</sup>	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
Locate and collect information and data from different sources, including observations (ACHASSI074)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
Draw simple conclusions based on analysis of information and data (ACHASSI079)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
Interact with others with respect to share points of view (ACHASSI080)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

<sup>1</sup> Alignment in this case refers to why laws are important and how they affect the lives of people. The activity does not cover the experiences of Aboriginal and Torres Strait Islander Peoples.

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Primary school resource kit	
Achievement standards	
Humanities and Social Sciences	English
<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>	<p>By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Primary school resource kit		
General Capabilities		
Literacy	Information and communication technology	Critical and creative thinking
Level 3: Typically, by the end of Year 4, students:		
<ul style="list-style-type: none"> <li>navigate, read and view different types of texts with illustrations and more detailed graphics</li> </ul>	<ul style="list-style-type: none"> <li>locate, retrieve or generate information from a range of digital sources</li> </ul>	<ul style="list-style-type: none"> <li>pose questions to expand their knowledge about the world</li> </ul>
<ul style="list-style-type: none"> <li>listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud</li> </ul>		<ul style="list-style-type: none"> <li>identify main ideas and select and clarify information from a range of sources</li> </ul>
<ul style="list-style-type: none"> <li>interpret literal information and make inferences to expand topic knowledge using comprehension strategies</li> </ul>		<ul style="list-style-type: none"> <li>identify pertinent information in an investigation and separate into smaller parts or ideas</li> </ul>
<ul style="list-style-type: none"> <li>compose and edit a range of learning area texts</li> </ul>		<ul style="list-style-type: none"> <li>identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul>
<ul style="list-style-type: none"> <li>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</li> </ul>		<ul style="list-style-type: none"> <li>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul>
<ul style="list-style-type: none"> <li>plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements</li> </ul>		
<ul style="list-style-type: none"> <li>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range</li> </ul>		

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Primary school resource kit		
General Capabilities		
Literacy	Information and communication technology	Critical and creative thinking
Level 3: Typically, by the end of Year 4, students:		
of texts		
<ul style="list-style-type: none"> <li>use growing subject- specific vocabulary to read, discuss and write about learning area topics</li> </ul>		

Primary school resource kit	
Consumer and Financial Literacy National Framework	
Competence	Responsibility and enterprise
By the end of Year 4, students can:	
<ul style="list-style-type: none"> <li>classify and compare goods and services</li> </ul>	<ul style="list-style-type: none"> <li>exercise a range of enterprising behaviours through participation in relevant class and/or school activities</li> </ul>

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

## THE RUBY HUTCHINSON STORY

The Ruby Hutchison Story	
Content descriptions	
Humanities and Social Sciences	English
The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092) <sup>2</sup>	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
Draw simple conclusions based on analysis of information and data (ACHASSI079) •	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
Interact with others with respect to share points of view (ACHASSI080)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)	

<sup>2</sup> Alignment in this case refers to why laws are important and how they affect the lives of people. The activity does not cover the experiences of Aboriginal and Torres Strait Islander Peoples.

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

The Ruby Hutchison Story	
Achievement standards	
Humanities and Social Sciences	English
<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>	<p>By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

The Ruby Hutchison Story			
General capabilities			
Literacy	Critical and creative thinking	Personal and social capability	Ethical Understanding
Level 3: Typically, by the end of Year 4, students:			
<ul style="list-style-type: none"> <li>navigate, read and view different types of texts with illustrations and more detailed graphics</li> </ul>	<ul style="list-style-type: none"> <li>identify main ideas and select and clarify information from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>discuss the value of diverse perspectives and describe a point of view that is different from their own</li> </ul>	<ul style="list-style-type: none"> <li>discuss actions taken in a range of contexts that include an ethical dimension</li> </ul>
<ul style="list-style-type: none"> <li>listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud</li> </ul>	<ul style="list-style-type: none"> <li>identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul>		<ul style="list-style-type: none"> <li>describe different points of view associated with an ethical dilemma and give possible reasons for these differences</li> </ul>
<ul style="list-style-type: none"> <li>interpret literal information and make inferences to expand topic knowledge using comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul>		
<ul style="list-style-type: none"> <li>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</li> </ul>			
<ul style="list-style-type: none"> <li>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</li> </ul>			



## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

The Ruby Hutchison Story			
General capabilities			
Literacy	Critical and creative thinking	Personal and social capability	Ethical Understanding
Level 3: Typically, by the end of Year 4, students:			
<ul style="list-style-type: none"> <li>use growing subject- specific vocabulary to read, discuss and write about learning area topics</li> </ul>			

The Ruby Hutchison Story
Consumer and Financial Literacy National Framework
Responsibility and enterprise
By the end of Year 4, students can:
<ul style="list-style-type: none"> <li>exercise a range of enterprising behaviours through participation in relevant class and/or school activities</li> </ul>

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

## EARNING AND MAKING A BUDGET

Earning and making a budget	
Content descriptions	
Mathematics	Humanities and Social Sciences
Recall multiplication facts up to $10 \times 10$ and related division facts (ACMNA075)	Locate and collect information and data from different sources, including observations (ACHASSI074)
Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)	Draw simple conclusions based on analysis of information and data (ACHASSI079)
Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)	Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Earning and making a budget	
Achievement standards	
Mathematics	Humanities and Social Sciences
<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p>	<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Earning and making a budget			
General Capabilities			
Literacy	Numeracy	Information and communication technology	Critical and creative thinking
Level 3: Typically, by the end of Year 4, students:			
<ul style="list-style-type: none"> <li>navigate, read and view different types of texts with illustrations and more detailed graphics</li> </ul>	<ul style="list-style-type: none"> <li>estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts</li> </ul>	<ul style="list-style-type: none"> <li>locate, retrieve or generate information from a range of digital sources</li> </ul>	<ul style="list-style-type: none"> <li>experiment with a range of options when seeking solutions and putting ideas into action</li> </ul>
<ul style="list-style-type: none"> <li>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</li> </ul>	<ul style="list-style-type: none"> <li>estimate the change from simple purchases</li> </ul>		<ul style="list-style-type: none"> <li>reflect on, explain and check the processes used to come to conclusions</li> </ul>
<ul style="list-style-type: none"> <li>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</li> </ul>			<ul style="list-style-type: none"> <li>identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul>
			<ul style="list-style-type: none"> <li>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul>
			<ul style="list-style-type: none"> <li>explain and justify ideas and outcomes</li> </ul>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Earning and making a budget		
Consumer and Financial Literacy National Framework		
Knowledge and understanding	Competence	Responsibility and enterprise
By the end of Year 4, students can:		
<ul style="list-style-type: none"> <li>explain the role of work in society and distinguish between paid and unpaid work</li> </ul>	<ul style="list-style-type: none"> <li>create simple budgets for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the impact that the consumer and financial decisions of individuals may have on themselves and their families, the broader community and/or the environment</li> </ul>
<ul style="list-style-type: none"> <li>explain why similar goods and services may vary in price</li> </ul>	<ul style="list-style-type: none"> <li>order and discuss reasons for spending preferences</li> </ul>	
<ul style="list-style-type: none"> <li>identify, explain and prioritise different needs and wants</li> </ul>		

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

## BUYING AND USING DIGITAL TECHNOLOGY

Buying and using digital technology	
Content descriptions	
Humanities and Social Sciences	English
<b>Mathematics</b>	<b>Humanities and Social Sciences</b>
Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)	Locate and collect information and data from different sources, including observations (ACHASSI074)
Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)	Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)
Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)	Draw simple conclusions based on analysis of information and data (ACHASSI079) •
Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Buying and using digital technology	
Achievement standards	
Mathematics	Humanities and Social Sciences
<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p>	<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Buying and using digital technology			
General capabilities			
Literacy	Numeracy	Information and Communication Technology	Critical and creative thinking
Level 3: Typically, by the end of Year 4, students:			
<ul style="list-style-type: none"> <li>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</li> </ul>	<ul style="list-style-type: none"> <li>estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts</li> </ul>	<ul style="list-style-type: none"> <li>identify the value and role of ICT use at home and school</li> </ul>	<ul style="list-style-type: none"> <li>experiment with a range of options when seeking solutions and putting ideas into action</li> </ul>
<ul style="list-style-type: none"> <li>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</li> </ul>	<ul style="list-style-type: none"> <li>estimate the change from simple purchases</li> </ul>	<ul style="list-style-type: none"> <li>locate, retrieve or generate information from a range of digital sources</li> </ul>	<ul style="list-style-type: none"> <li>reflect on, explain and check the processes used to come to conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals</li> </ul>		<ul style="list-style-type: none"> <li>identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul>
	<ul style="list-style-type: none"> <li>collect, record and display data as tables, diagrams, picture graphs and column graphs</li> </ul>		<ul style="list-style-type: none"> <li>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul>
			<ul style="list-style-type: none"> <li>explain and justify ideas and outcomes</li> </ul>



## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Buying and using digital technology		
Consumer and Financial Literacy National Framework		
Knowledge and Understanding	Competency	Responsibility and enterprise
By the end of Year 4, students can:		
<ul style="list-style-type: none"> <li>recognise that different countries use different currencies</li> </ul>	<ul style="list-style-type: none"> <li>classify and compare goods and services</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the impact that the consumer and financial decisions of individuals may have on themselves and their families, the broader community and/or the environment</li> </ul>
		<ul style="list-style-type: none"> <li>describe safe, ethical and responsible behaviour in online and digital consumer and financial contexts</li> </ul>

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

## AVOIDING SNEAKY SCAMMERS

Avoiding sneaky scammers		
Content descriptions		
Humanities and Social Sciences	English	Health and Physical Education
Locate and collect information and data from different sources, including observations (ACHASSI074)	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	Investigate how emotional responses vary in depth and strength (ACPPS038)
Draw simple conclusions based on analysis of information and data (ACHASSI079)	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	
Interact with others with respect to share points of view (ACHASSI080)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Avoiding sneaky scammers		
Achievement standards		
Humanities and Social Sciences	English	
<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives</p>	<p>By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and</p>	<p>By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Avoiding sneaky scammers		
Achievement standards		
Humanities and Social Sciences	English	
of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.	punctuation, re-reading and editing their work to improve meaning.	

Avoiding sneaky scammers		
General Capabilities		
Literacy	Critical and creative thinking	Personal and Social Capability
Level 3: Typically, by the end of Year 4, students:		
<ul style="list-style-type: none"> <li>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</li> </ul>	<ul style="list-style-type: none"> <li>reflect on, explain and check the processes used to come to conclusions</li> </ul>	<ul style="list-style-type: none"> <li>describe the influence that people, situations and events have on their emotions</li> </ul>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Avoiding sneaky scammers		
General Capabilities		
Literacy	Critical and creative thinking	Personal and Social Capability
Level 3: Typically, by the end of Year 4, students:		
<ul style="list-style-type: none"> <li>differentiate between the language of opinion and feeling and the language of factual reporting or recording</li> </ul>	<ul style="list-style-type: none"> <li>identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul>	
	<ul style="list-style-type: none"> <li>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul>	
	<ul style="list-style-type: none"> <li>explain and justify ideas and outcomes</li> </ul>	

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

<b>Avoiding sneaky scammers</b>
<b>Consumer and Financial Literacy National Framework</b>
<b>Responsibility and enterprise</b>
By the end of Year 4, students can:
<ul style="list-style-type: none"><li>• identify and describe the impact that the consumer and financial decisions of individuals may have on themselves and their families, the broader community and/or the environment</li></ul>
<ul style="list-style-type: none"><li>• identify and explain how some influences, such as advertising and peer pressure, can affect what you buy</li></ul>
<ul style="list-style-type: none"><li>• describe safe, ethical and responsible behaviour in online and digital consumer and financial contexts</li></ul>

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

## BECOMING SMARTER SHOPPERS

Becoming smarter shoppers	
Content descriptions	
Humanities and Social Sciences	English
<b>Mathematics</b>	<b>Humanities and Social Sciences</b>
Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)	Draw simple conclusions based on analysis of information and data (ACHASSI079)
Investigate equivalent fractions used in contexts (ACMNA077)	

Becoming smarter shoppers	
Achievement standards	
Mathematics	Humanities and Social Sciences
By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.	By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Becoming smarter shoppers	
Achievement standards	
Mathematics	Humanities and Social Sciences
<p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p>	<p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>



## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Becoming smarter shoppers		
General capabilities		
Literacy	Numeracy	Critical and creative thinking
Level 3: Typically, by the end of Year 4, students:		
<ul style="list-style-type: none"> <li>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</li> </ul>	<ul style="list-style-type: none"> <li>estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts</li> </ul>	<ul style="list-style-type: none"> <li>reflect on, explain and check the processes used to come to conclusions</li> </ul>
<ul style="list-style-type: none"> <li>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</li> </ul>	<ul style="list-style-type: none"> <li>solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals</li> </ul>	<ul style="list-style-type: none"> <li>identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul>
		<ul style="list-style-type: none"> <li>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul>
		<ul style="list-style-type: none"> <li>explain and justify ideas and outcomes</li> </ul>

Buying and using digital technology	
Consumer and Financial Literacy National Framework	
Knowledge and Understanding	Competency
By the end of Year 4, students can:	
<ul style="list-style-type: none"> <li>explain why similar goods and services may vary in price</li> </ul>	<ul style="list-style-type: none"> <li>order and discuss reasons for spending preferences</li> </ul>
<ul style="list-style-type: none"> <li>identify, explain and prioritise different needs and wants</li> </ul>	

# BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

## BUY SMART ACTIVITIES

Buy Smart activities	
Content descriptions	
Humanities and Social Sciences	English
Pose questions to investigate people, events, places and issues (ACHASSI073)	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
Locate and collect information and data from different sources, including observations (ACHASSI074)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
Draw simple conclusions based on analysis of information and data (ACHASSI079) •	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
Interact with others with respect to share points of view (ACHASSI080)	
Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)	

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Buy Smart activities	
Achievement standards	
Humanities and Social Sciences	English
<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>	<p>By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Buy Smart activities			
General Capabilities			
Literacy	Information and communication technology	Critical and creative thinking	Personal and Social Capability
Level 3: Typically, by the end of Year 4, students:			
<ul style="list-style-type: none"> <li>navigate, read and view different types of texts with illustrations and more detailed graphics</li> </ul>	<ul style="list-style-type: none"> <li>locate, retrieve or generate information from a range of digital sources</li> </ul>	<ul style="list-style-type: none"> <li>pose questions to expand their knowledge about the world</li> </ul>	<ul style="list-style-type: none"> <li>discuss the value of diverse perspectives and describe a point of view that is different from their own</li> </ul>
<ul style="list-style-type: none"> <li>interpret literal information and make inferences to expand topic knowledge using comprehension strategies</li> </ul>		<ul style="list-style-type: none"> <li>identify main ideas and select and clarify information from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>describe characteristics of cooperative behaviour and identify evidence of these in group activities</li> </ul>
<ul style="list-style-type: none"> <li>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</li> </ul>		<ul style="list-style-type: none"> <li>identify pertinent information in an investigation and separate into smaller parts or ideas</li> </ul>	<ul style="list-style-type: none"> <li>contribute to and predict the consequences of group decisions in a range of situations</li> </ul>
<ul style="list-style-type: none"> <li>plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements</li> </ul>		<ul style="list-style-type: none"> <li>identify and apply appropriate reasoning and thinking strategies for particular outcomes</li> </ul>	
<ul style="list-style-type: none"> <li>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</li> </ul>		<ul style="list-style-type: none"> <li>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</li> </ul>	
<ul style="list-style-type: none"> <li>use growing subject- specific vocabulary to read, discuss and write about learning area topics</li> </ul>		<ul style="list-style-type: none"> <li>explain and justify ideas and outcomes</li> </ul>	

## BUY SMART RESOURCES: YEAR 4 CURRICULUM MAPPING

Buy Smart activities		
Consumer and Financial Literacy National Framework		
Knowledge and Understanding	Competence	Responsibility and enterprise
By the end of Year 4, students can:		
<ul style="list-style-type: none"> <li>recognise that different countries use different currencies.</li> </ul>	<ul style="list-style-type: none"> <li>discuss some options for paying for goods and services such as: cash, debit card, credit card and direct debit</li> </ul>	<ul style="list-style-type: none"> <li>exercise a range of enterprising behaviours through participation in relevant class and/or school activities</li> </ul>
<ul style="list-style-type: none"> <li>identify, explain and prioritise different needs and wants</li> </ul>		<ul style="list-style-type: none"> <li>describe safe, ethical and responsible behaviour in online and digital consumer and financial contexts</li> </ul>