Year 4 – Term 2 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students will read, view and discuss a range of texts about the First Fleet, focusing on life in England, the journey on the ships, and daily life in the early colonies. They will explore how historical texts are structured and how authors use language and images to describe past events and experiences. Students will compare texts from different times to understand different perspectives. Through shared and independent writing, students will create a historical recount written from the perspective of a convict child, using paragraphs, time-ordered events and descriptive language to show understanding of life during this period.	Students will be assessed on their ability to read and understand an informative text about the early colony of New South Wales. They will show they can identify the main idea, find important details, make inferences, and explain how the text is organised and written to inform readers, using evidence from words and images. Students will also write a historical recount from the perspective of a child travelling on a convict ship. They will explain life in England, on the ship and in the colony, organising ideas into clear paragraphs, using linking words, topic-specific vocabulary, and images or diagrams to support their writing.
Mathematics 	In Mathematics, students will develop strong number and problem-solving skills through real-life learning. They will use mathematical modelling to solve everyday problems, including money situations, and explain their thinking using number sentences and digital tools when helpful. Students will build fluency with multiplication and division facts, use efficient strategies for addition and subtraction, and check answers using estimation and rounding. They will also explore time by solving duration problems using am and pm, and investigate space by creating and describing composite shapes made from familiar shapes found in their environment.	Students will be assessed on their ability to use number skills and problem-solving strategies in real-life situations. They will show how they use addition, subtraction, multiplication and division facts efficiently, choose helpful strategies, and use estimation to check that answers make sense. Students will also solve a financial problem by modelling the situation with number sentences, explaining their thinking and using digital tools when appropriate. In addition, they will demonstrate their understanding of time by converting between units, solving duration problems, and creating a simple exercise routine using correct am and pm times.
Science Chemistry 	Students will be assessed on how well they understand the properties of materials and how these properties affect their use. They will plan and carry out a fair investigation to test which packaging material best protects an object, showing they can ask questions, make predictions and work safely. Students will describe the materials they test, record and compare results, and explain why some materials worked better than others. They will compare their findings with other groups, reflect on whether their test was fair, ask new questions, and use evidence to explain their conclusions.	Students will be assessed on their understanding of ecosystems and how living things depend on each other. They will identify producers, consumers and decomposers in a grassland habitat and show how these are linked by building and explaining food chains. Students will organise information using tables and graphs and describe patterns they notice in the data. They will use this information to explain how introduced animals, such as foxes, affect native species like mice, make predictions about future changes, and communicate their ideas clearly using science words to suggest ways the mice could be protected.
HASS History (Sem 1) 	In HASS, students learn about the first British colony in Australia and the events that led to settlement in 1788. They explore the journeys of early European explorers, the roles of James Cook and Joseph Banks, and the reasons Britain chose to establish a penal colony. Students investigate life on the First Fleet and in the early Sydney settlement, including the experiences of convicts and officials. They also learn about the history, culture and connection of First Nations Australians to Country, and examine the impacts of colonisation. Students develop inquiry skills by analysing sources and explaining historical perspectives.	Students will be assessed on their understanding of life in Australia before and after 1788, including the diverse experiences of First Nations Australians and the people of the First Fleet. They will explain the significant events and reasons behind Britain establishing a colony, such as the need for a penal settlement and the impact of the American War of Independence. Students will also describe the effects of colonisation, using historical sources to examine different perspectives. They will analyse information from multiple sources and use accurate historical vocabulary to present clear, well-reasoned explanations.
The Arts Music 	In Music, students extend their music skills by learning songs and patterns that use canon, triple metre and varied rhythms. They also develop correct recorder-playing techniques while exploring how pitch, rhythm, dynamics and tempo can be used expressively. Students experiment with musical elements when composing short ideas and perform learnt or original pieces in informal settings. Throughout the unit, they build listening skills, work collaboratively and gain confidence as developing musicians.	Students will be assessed on how well they use listening skills to sing, play and compose music accurately and expressively. They will perform learnt pitch and rhythm patterns, including canon, triple-meter songs and recorder pieces, and show how they can change elements such as volume, speed and rhythm to create different musical effects. Students will also perform in informal settings and explain the purpose of their composition, describing how they used musical elements in their work.
The Arts Dance 	In Dance, students explore Hip Hop by learning basic movements like top rocking and floor work, then using these skills to help create and perform a class routine. They watch and discuss Hip Hop performances to understand how movement and dance elements communicate ideas and emotions. Students reflect on their own and others' work using simple dance vocabulary. The unit encourages creativity, teamwork and cultural understanding through informal performances and small-group choreography.	Students describe how dance elements and choreographic devices communicate ideas in dances they view and create. They combine safe, expressive locomotor and non-locomotor movements to make short sequences using different levels and directions. Students perform with focus and projection in informal settings and give simple, constructive feedback using dance terminology.
HPE Health 	In Health, students learn how to keep themselves safe and interact respectfully with others. They practise how to ask for, give and refuse permission in everyday situations and discuss when consent is needed. Students explore protective behaviours, recognising warning signs when they may feel unsafe and learning what to do, such as saying no, leaving and seeking help from trusted adults. They extend these strategies to real-life contexts, including online behaviour, sharing photos and community safety. Throughout the unit, students learn how and where to get help and how to make safe, respectful choices.	Students will be assessed on how well they describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe in a range of online and offline situations. They will identify warning signs, recognise when permission is needed, and show how to respectfully seek, give or deny consent using appropriate strategies.
HPE Movement 	In Movement, students will refine their fundamental movement skills through athletics-based activities such as running, jumping and throwing. They will practise sprinting, jumping for distance or height, balancing during take-off and landing, and controlling objects in throwing events. Students will explore how effort, speed, space and direction affect performance in athletics activities. Through skill stations, mini-events and cooperative challenges, they will develop coordination, confidence and an understanding of how movement strategies and safe techniques help them move efficiently and effectively in athletics.	Students will be assessed on how well they apply fundamental movement skills and techniques during athletics activities such as running, jumping and throwing. They will demonstrate their understanding of movement concepts including effort, space, time, objects and people by using different speeds, pathways and movement patterns in athletics tasks. Students will show confident, controlled and safe movement while performing or creating simple athletics sequences, adjusting their movements to respond to different challenges and using space effectively.
Technologies Digital  **Japanese** Immersion	In Digital Technologies this term, Year 4 students are creating an interactive "Journey to Japan" guessing game using iPads and Keynote. They will research Japanese culture safely online, design clear and engaging slides, and use simple coding skills such as sequencing and branching to make their game interactive. Students will work together to test and improve their designs, learning how to solve problems and be creative digital thinkers. By the end of the unit, they will have a fun, informative game that teaches younger learners about Japan.	Students will be assessed on their ability to plan and design an interactive "Journey to Japan" guessing game. They will show how they identify who the game is for, create and compare design ideas, and choose the best one. Students will use simple coding concepts, like clear steps, choices and repeating actions to make their game work properly. They will test their game and make improvements. Students will also be assessed on how they use iPads to research, create and share their work, as well as how well they work with others during the project.