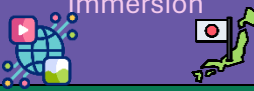


Year 4 – Term 4 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students will engage in a novel study to explore how authors develop characters, settings and plot across multiple chapters. They will identify the key stages of narrative texts, including orientation, complication and resolution, and examine how language features and literary devices create meaning and build tension. Students will strengthen their reading comprehension and fluency through the study of increasingly complex texts. Through discussion and writing, they will respond to the novel and create written texts using paragraphs, complex sentences, rich vocabulary and literary devices to communicate ideas and engage readers.	Students will be assessed on their ability to read and comprehend a narrative text, summarising key events and explaining how characters, actions and events contribute to meaning. They will identify narrative text structures and analyse how language features, literary devices and visual features engage readers and shape understanding. Students will also demonstrate fluent and expressive reading of increasingly complex texts. In writing, they will create an engaging adventure narrative with a clear structure, well-developed characters and settings, organised paragraphs, descriptive vocabulary and varied sentence structures, while applying accurate spelling, punctuation and editing skills.
Mathematics 	In Mathematics, students will develop their mathematical reasoning through problem-solving, investigations and pattern exploration. They will solve addition and subtraction problems involving unknown values and create equivalent number sentences to demonstrate their understanding of mathematical relationships. Students will follow and create algorithms using addition and multiplication, identify patterns in number sequences, and explain the rules that generate them. They will also investigate chance and probability by comparing the likelihood of events, conducting experiments, analysing results and using evidence to make predictions and justify their reasoning using appropriate mathematical language.	Students will be assessed on their ability to solve problems involving addition and subtraction, find unknown values in number sentences, and create equivalent numerical equations. They will follow and create algorithms using addition and multiplication, identify and describe number patterns, and explain the mathematical rules used to generate them. Students will also investigate chance and probability by ordering events according to their likelihood, identifying independent and dependent events, and justifying their reasoning. Through conducting chance experiments, they will analyse results, describe variation, predict future outcomes, and use evidence to explain how probability influences the results observed.
Science Physics 	In Science, students will investigate how forces affect the movement of objects. Through hands-on experiments, they will explore pushes, pulls, gravity, friction and magnetism, and examine how these forces can change the way objects move. Students will develop their scientific inquiry skills by making predictions, conducting fair tests, measuring and recording data, and communicating evidence-based conclusions. They will also explore how people use scientific knowledge of forces to solve everyday problems, improve designs and develop technologies, including examples from First Nations Australian games and toys.	Students will be assessed on their ability to identify and explain how frictional, gravitational and magnetic forces affect the movement of objects. They will use scientific evidence to describe forces acting on everyday objects, explain how forces can be increased or decreased to meet specific needs, and apply their understanding to real-world situations. Students will analyse and compare investigation results, evaluate the fairness of an investigation, draw conclusions from data and observations, and suggest further questions for inquiry while communicating their findings using appropriate scientific language and representations.
HASS Civics and Citizenship	In HASS, students will explore how local government, laws, rules and community members work together to create safe, fair and connected communities. They will learn about local government services, the difference between rules and laws, and the responsibilities of citizens. Students will investigate how people contribute to their communities and how identity, culture, values and experiences can influence perspectives and leadership. Through examining sources and discussing community issues, students will develop their understanding of active citizenship and responsible decision-making while considering ways to improve their local community.	Students will be assessed on their ability to explain the role of local government and the services it provides to support communities. They will demonstrate an understanding of the difference between rules and laws, explain why laws are important, and describe how community members contribute to safe, fair and connected communities. Students will also explore how cultural, religious and social groups influence identity and community life. Through an election campaign, they will use evidence from sources and appropriate civics vocabulary to present and justify ideas for community leadership and improvement.
The Arts Music 	In Music, students develop their listening, singing and instrumental skills through learning, practising and performing a range of songs and musical pieces. They explore how the elements of music, such as pitch, rhythm, tempo and dynamics, can be manipulated to create different moods, ideas and expressive effects. Students rehearse and refine their performances, building confidence, accuracy and control when singing and playing from notation. They also experiment with creating simple musical ideas and compositions, using musical elements to communicate meaning. Throughout the unit, students perform individually and with others in informal settings, developing collaboration, performance and reflection skills.	Students will be assessed on their ability to perform a piece in simple triple time (¾) using their instrument, demonstrating listening skills, accurate rhythm and pitch, and an understanding of musical elements such as tempo, dynamics and phrasing. They will show control and expression by manipulating elements of music to create different effects, such as playing louder or softer, faster or slower, and shaping musical phrases appropriately. Students will perform music from notation and demonstrate confidence, accuracy and technique while playing as part of an informal performance.
The Arts Visual Arts 	In Visual Arts, students explore how artists use natural materials, colour, texture, pattern, shape and space to communicate ideas about connection to place. Through activities such as leaf rubbing, clay imprinting and stick weaving, they experiment with a range of visual arts processes, materials and techniques to create and refine artworks. Students investigate artworks by Aboriginal and Torres Strait Islander artists and consider how artists represent places that are important to them. They plan, create and share artworks inspired by their school and local environment, while developing visual arts vocabulary to describe, analyse and reflect on artistic choices, materials, techniques and the meanings communicated through artworks.	Students will be assessed on their ability to plan, create and share a visual artwork that communicates a personal connection to place using natural materials, visual conventions and visual arts processes. They will experiment with colour, pattern, texture, space and balance to create visual effects, documenting and reflecting on the choices they make during the artmaking process. Students will explain how materials and techniques contribute to meaning in their artwork and evaluate the effectiveness of their design choices. They will also respond to and compare artworks from different cultures, including Aboriginal and Torres Strait Islander artworks, describing similarities and differences in the ways artists use visual conventions, materials and processes to represent connection to place. Through self-reflection and discussion, students will explain the ideas, themes and meaning communicated in their artwork.
The Arts Media Arts Japanese Immersion 	In Media Arts, students explore how media artists use images, text, colour, sound, camera shots, layout and animation to communicate ideas and influence audiences. Through the study of age-appropriate Japanese anime, they investigate how media artworks create mood and meaning, represent places and cultures, and are produced for different purposes and audiences. Students analyse media artworks, experiment with photography, sound effects and animation techniques, and use digital technologies to plan, create and refine their own animated stories inspired by Japanese locations. Throughout the unit, students develop storytelling, technical and critical thinking skills while learning about responsible media practices, audience awareness and respectful cultural representation.	Students will be assessed on their ability to analyse and discuss media artworks by describing how media languages and technologies, such as colour, images, sound effects, shot types and animation, are used to create meaning and represent ideas, places and cultures. They will explain why media artworks are created for different audiences and purposes, including how Japanese anime communicates stories and cultural contexts. Students will plan, create and refine their own digital media artwork using appropriate media technologies and production processes to convey a mood or main idea. They will also demonstrate responsible media practices when sharing their work and explain how their creative choices, including layout, text, colour and sound, communicate meaning to an audience.
HPE Health 	In Health, students develop the knowledge and skills needed to stay safe, healthy and confident in a range of everyday situations. They explore respectful relationships, personal safety and wellbeing by learning to recognise safe, unsafe and unsure situations in both online and offline environments. Students practise protective behaviours, help-seeking strategies and respectful communication, including seeking, giving and denying permission when appropriate. They learn to identify trusted people and support networks, recognise physical, emotional and external warning signs, and make informed decisions to help keep themselves and others safe. Through discussions, role-plays and real-world scenarios, students build confidence in responding safely and respectfully to challenges they may encounter in their daily lives.	Students will be assessed on their ability to identify, describe and apply protective behaviours and help-seeking strategies that can keep themselves and others safe in a range of online and offline situations. They will recognise physical, emotional and external warning signs that may indicate an unsafe or uncomfortable situation, and explain how these signs can help people make safe choices. Students will demonstrate their understanding of when permission or consent is needed and describe respectful strategies for seeking, giving or denying permission. They will also explain the importance of reporting unsafe, inappropriate or harmful behaviour and how seeking help from trusted adults and support networks can contribute to personal safety and wellbeing.
HPE Movement 	In Movement, students refine and apply fundamental movement skills through cricket and a variety of modified striking and fielding games. They develop accuracy, control and consistency when bowling, batting, catching, fielding and running between wickets in different game situations. Students explore how movement concepts such as effort, space, time, pathways and positioning can improve performance and create scoring opportunities. They learn to adapt game strategies, make decisions during play, and evaluate the effectiveness of different approaches. Throughout the unit, students demonstrate fair play, inclusion and teamwork by applying rules, taking on a range of roles, and working cooperatively with others to achieve successful outcomes.	Students will be assessed on their ability to apply fundamental movement skills during cricket activities, demonstrating acceleration, deceleration and changes of direction while batting, bowling, fielding and running between wickets. They will combine locomotor and object-control skills to perform effectively in a range of game situations, showing accuracy, control and coordination. Students will also apply movement concepts such as effort, space, time and positioning to improve performance, make effective decisions during play, and contribute positively to team success in modified cricket games.