Year 4 – Term 1 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students explore a wide range of imaginative texts, including picture books, short novels, poetry and simple plays. They learn how authors use language, literary devices and word play to create characters, events and settings that spark the reader's imagination. Students discuss how ideas are expressed in stories and begin to identify the features that make imaginative texts effective. Through shared and independent reading, writing and class discussions, they practise expressing their own ideas, building confidence in speaking and listening. Students also create their own imaginative responses, developing creativity, vocabulary and early author skills.	Students will be assessed on their ability to create and present a short film review as a 'roving reporter' for a television audience. After viewing an animated short film, students will take notes about the plot, characters, setting and themes, then plan a clear and well-structured review. They will share their opinions using descriptive language, relevant details and reasons to support their ideas. Students will organise their review using connectives and appropriate vocabulary, and will practise speaking with clear tone, pitch, pace and volume to engage their audience. They will rehearse with a partner, ask questions, give constructive feedback and finally present or film their review, demonstrating confidence, clarity and effective communication skills.
Mathematics 	In Mathematics, students explore number, algebra, space and statistics through practical learning. They investigate odd and even number patterns and develop efficient strategies for addition, subtraction, multiplication and division. Students learn about fractions and decimals by finding equivalent fractions and linking tenths and hundredths to decimal notation. They create and interpret grid references and identify line and rotational symmetry in shapes and patterns. In statistics, students collect data, represent it using different graphs and displays, and interpret the results to answer real-world questions.	Students will be assessed on their ability to recognise and explain number patterns using odd and even numbers. They will identify and create line and rotational symmetry in shapes and patterns and describe symmetry in more complex designs. Students will also create and use grid reference systems to locate and describe positions and pathways on a map. In statistics, they will design many-to-one data displays, compare the effectiveness of different graphs and interpret data to draw conclusions about morning-tea choices. They will also conduct a simple statistical investigation using surveys and digital tools.
Science Earth & space 	In Science, students investigate how water moves through the environment and why it is essential for life on Earth. They explore local water sources and learn about the water cycle, including evaporation, condensation and precipitation, through experiments and observations. Students analyse rainfall data, construct graphs and build models to understand changes in water availability and how water supports different habitats. They also learn about First Nations Australians' sustainable water practices and discuss responsible ways communities can conserve water. The unit concludes with students explaining the water cycle, water management and practical conservation strategies.	Students will be assessed on their understanding of the water cycle, including how water moves through the environment and the role of the sun's heat in processes such as evaporation, condensation, rain and snow. They will explain how rainfall data helps scientists make evidence-based conclusions and use this information in their own inquiry. Students will create labelled water-cycle models and graphs to show patterns and relationships in the data they collect. Finally, they will communicate their ideas clearly to peers using scientific vocabulary, images and well-sequenced explanations that demonstrate their understanding of water and its importance.
HASS History 	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 refine their fundamental movement skills and apply them in new physical activities. They combine running, jumping, balancing and object-control skills to complete movement challenges and simple sequences. Students also learn how effort, speed, space and direction influence successful movement in games and activities. Through mini-games and cooperative tasks, they develop coordination, confidence and an understanding of how to use space and movement strategies effectively.	Students will be assessed on how well they apply fundamental movement skills and techniques in a variety of physical activities. They will demonstrate their understanding of movement concepts such as effort, space, time, objects and people by using different levels, pathways and spatial patterns. Students show their ability to move confidently and safely while creating or performing movement sequences that make effective use of space and respond to changing situations.
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.