Year 4 2026 Semester 2 – Unit and Assessment Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

VERSION 9 ENGLISH

Term 3	Term 4
Learning: **Building an argument** Students engage with a variety of packaging that provide a stimulus for building an argument, such as cereal boxes and pet food as models for creating their own persuasive text. Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.	***Learning:*** **Completing a novel study** Through a novel study, students identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Students read, view and comprehend a short novel which describes sequences of events that develop over chapters. Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.
Assessment: Students create a written persuasive text developing ideas using details. Students present an opinion with supporting arguments to an audience.	***Assessment:*** Students read, view and comprehend an imaginative text. Students create a historical narative.

VERSION 9 MATHEMATICS

Unit 3: Number, Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: • draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together • choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) • recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials • measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units • become aware of the importance of context and purpose when making judgements (for example: reflect on the reasonableness of measurements, the results of	***Learning:*** **Number, Algebra, Probability** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently • use algorithms to generate sets of numbers, recognising and describing any patterns that emerge • develop and use strategies for multiplicative thinking such as creating an algorithm that will generate number sequences involving multiples • draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment investigate variability by conducting repeated chance experiments, observing and communicating results.

calculations and how they choose to represent the mathematics).	
Assessment: ***Number and Mathematical modelling*** **Assessable elements:** Understanding and Fluency, Problem solving ***Measurement*** **Assessable elements:** Understanding and fluency	***Assessment:*** ***Number, Algebra and Computational thinking*** **Assessable elements:** Understanding and Fluency ***Probability and Probability experiments and simulations*** **Assessable elements:** Problem solving and Reasoning

SCIENCE

Property Matters • Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.	***Learning:*** ***'Fast Forces!'*** • In this unit students investigate how forces affect objects through direct and indirect contact and relate this knowledge to the use of forces in everyday life.
Assessment **Properties affecting the use of ochre** **Written** • Students plan, conduct, evaluate and report on an investigation into the properties of ochre and apply this knowledge to real life situations.	***Assessment:*** **Collection of work- Science journals portfolio** • Students investigate how forces can be exerted either directly on an object or from a distance and communicate findings based on data collected.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning:

'Australia before, during and after European settlement'

Early exploration and settlement

- Students explore the inquiry question: *What were the short- and long-term effects of European settlement?*
- Students explore the history and colonisation of Australia. They investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people. They examine the purpose of laws and distinguish between rules and laws and consider how personal identity is shaped by culture and the groups to which they belong.

Assessment:

- Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society.

DIGITAL TECHNOLOGY

Learning:

In this unit, students will explore and manipulate different types of data and transform data into information. They create a digital solution that presents data to address a school or community issue (such as how lunch waste can be reduced).

Assessment:
Students create a digital project by collecting, managing and graphing data using Excel software.

HEALTH and PHYSICAL EDUCATION

Demonstrating Fundamental Movement Skills ***Pump It*** Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations.	**Swimming** ***Water safety knowledge competencies: Splish Splash*** Students describe and apply protective behaviours and help-seeking strategies to help keep themselves and others safe in, on and around diverse water locations.

Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations. Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships.	
Assessment: The assessment will gather evidence of the student's ability to: • perform movement sequences using fundamental movement skills and the elements of movement • understand the benefits of being healthy and physically active. •	***Assessment:*** Students demonstrate understanding of: hazards, safety signage, rules for safe behaviour around selected purpose-built and natural bodies of water, including: • safe entries and exits • getting help for others • the signal for help • self-preservation in survival and non-swimming rescue situations.
Health: *Cyber Safety* ***Learning:*** *Students explore and implement strategies to interpret health information and messages on the internet. They describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe using the net. They explore respect and empathy and how important it is in relationships on the net.*	
Assessment: *Students will undertake a case study task. They will take on the role of a digital detective and examine online behaviour to identify possible dangers and suggest strategies to stay safe online.*	

THE ARTS

Learning: **Media Arts Design a Cereal Box**: Students describe the use of media languages and media technologies to construct representations in media art works they experience and/or produce. They describe where, why and/or how media arts works are created and/or distributed across cultures, times, places and/or other contexts.
Assessment: Students *plan, design and digitally create a cereal box for a target audience*
Music ***Learning:*** • Students make and respond to music exploring songs since the arrival of the First Fleet in Australia.
Assessment: • Students perform Australian music on the ukulele and compose their own song about an Australian place.

JAPANESE

How Do We Celebrate? ***Learning:*** Students will use language to explore the concept of celebrations in Japan and Australia and make connections with their own experiences.
Assessment: • Students create short informative and descriptive texts about a favourite Australian celebration in Japanese. (written, oral)

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.
Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve and protect the safety of themselves and others in digital environments.
Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating

GENERAL CAPABILITY DIGITAL LITERACY

Yours Sincerely

Year 4 Teachers

Yours Sincerely



Karryn Brunetto

Principal