

Year 4, Term 2, 2025 Curriculum Overview



<p>English <i>This will be taught, assessed and reported on</i></p> <p>Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics being studied in the HaSS learning area. Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts. Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic. Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p> <p><i>This unit has been designed to align closely with the HaSS unit.</i></p>	<p>Maths <i>This will be taught, assessed and reported on</i></p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together • use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context • solve everyday problems involving duration of time including converting units of time using relationships between units.
<p>Science <i>This will be taught, assessed and reported on</i></p> <p>Students will identify different sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean. Through guided investigations and collaborative inquiry, students will explore and identify everyday examples of evaporation, condensation and precipitation. They will also explore where tap water comes from and predict what happens to water that goes down the drain. Extending their understanding, students will then consider why we are encouraged to save and recycle water.</p>	<p>HaSS <i>This will be taught, assessed and reported on</i></p> <p>Students will explore the diverse experiences of people living in Australia before and after British settlement in 1788. They will investigate the reasons behind the establishment of the first British colony, examining key events and the causes of colonisation. Students will consider the significant and lasting effects of colonisation on both people and the environment, with a particular focus on the perspectives of First Nations Australians. Throughout the unit, students will develop historical questions and learn how to locate, collect, and record information from a variety of sources. They will practise analysing and interpreting this information to understand different points of view and draw informed conclusions about Australia's early colonial history.</p> <p><i>This unit will be assessed alongside the English unit.</i></p>
<p>The Arts <i>This will be taught, assessed and reported on</i></p> <p>Students explore rap music as a form of musical storytelling and self-expression. They investigate how rhythm, voice, and lyrics are used to portray emotions, and ideas. Students will:</p> <ul style="list-style-type: none"> • Develop aural and performance skills by imitating and creating rhythmic patterns, vocal effects, and beats in rap music, using elements such as rhythm, pitch, tempo, and dynamics. • Create and perform rap pieces that express ideas, selecting and organising sounds, silence, and tempo, and respond to rap music by identifying meaning and purpose. 	<p>HPE <i>This will be taught, assessed and reported on</i></p> <p>For Health & Wellbeing, students will explore and practise conflict resolution strategies that include recognizing and expressing emotions effectively, developing an understanding of the importance of active listening and evaluating options to make decisions. Students build emotional resilience to cope with challenging situations personally and within friendships. For PE, students will engage in a program of golf instruction provided by a professional coach. They will also apply fundamental movement skills and demonstrate movement concepts, across a range of situations, adapting movement strategies to enhance movement outcomes.</p>
<p>Technologies</p> <p>In 2025, this learning area will be taught in Semester 2.</p>	<p>Auslan <i>This will be taught, but not assessed or reported on</i></p> <p>Students deepened their understanding of emotions in Auslan and practised forming descriptive and personal sentences using correct sign order. They used games such as Emotions Bingo and the Emotions Song to consolidate their vocabulary and began using classifiers and placement to describe feelings in context.</p>