

Year 4, Term 1, 2025 Curriculum Overview



English *This will be taught, assessed and reported on*

Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.

They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.

Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.

Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.

Maths *This will be taught, assessed and reported on*

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.

Science *This will be taught, assessed and reported on*

Students learn about various types of forces, including frictional, gravitational, and magnetic. The key understanding that forces can be exerted by one object on another through direct contact or from a distance and affect the motion (speed and direction) of objects is explored throughout the lessons. Students learn how to use force arrows to represent the direction and magnitude of forces acting on an object.

HaSS *This unit will be taught across Terms 1 & 2, then assessed and reported on in Term 2*

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.

The Arts *This will be taught, assessed and reported on*

Students make and respond to music by exploring how rhythm, movement, and sound can be created using body percussion and everyday objects. Inspired by the performance style of STOMP, students investigate how music can be made without traditional instruments, using their bodies and found materials to express ideas and create dynamic soundscapes. Students will:

- Create, perform, and respond to music using body percussion and found objects, exploring elements such as rhythm, dynamics, tempo, and timbre to express ideas.
- Listen to and analyse music that uses unconventional instruments, identifying how musical elements are used to create meaning.

HPE *This will be taught, assessed and reported on*

For Health & Wellbeing, students will identify and express the six basic emotions and continue to explore a range of three levels to each emotion, define both happiness and sadness, their importance, activities and behaviours that contribute to these emotions and management strategies; develop an understanding of emotion regulation through basic brain anatomy and the flight, fight, freeze, fawn response and the chemical responses within their brains; analyse their personal strengths and weaknesses and continue simple goal setting. For PE, students will engage in a program of gymnastics instruction provided by a professional coach. They will also apply fundamental movement skills and demonstrate movement concepts across a range of situations.

Technologies

In 2025, this learning area will be taught in Semester 2.

Auslan *This will be taught, but not assessed or reported on*

Students developed their skills in fingerspelling and used greetings and classroom instructions with greater confidence. They participated in Auslan games like Alphabet Bingo and alphabet dice and interpreted the Welcome Auslan song, using appropriate NMFs (non-manual features) and handshapes.