

Y04 Curriculum Overview Semester 1 2026

	Term 1	Term 2
English	<p style="text-align: center;">Exploring imaginative texts</p> <p>Students will read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books and short novels.</p> <p>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. Students will investigate how the features of voice, volume, pitch, tone and pace can influence a speech and help shape meaning.</p> <p>Assessment task: Speaking & Listening. Students will share and extend ideas, opinions and information on short film for their peers.</p>	<p style="text-align: center;">Completing a novel study</p> <p>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.</p> <p>Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently.</p> <p>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.</p> <p>Assessment task: Reading, Viewing & Comprehending. Students will independently and respond to comprehension questions on a section of Rowan of Rin.</p> <p>Assessment task: Writing & Creating. Students will create an adventure narrative.</p>
	<p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Read a variety of texts at home, posing questions about characters, settings, events, themes and mood - supporting these ideas with evidence from the text. Support vocabulary developing by consciously choosing synonyms for words such as said, good, bad, walking, going, etc. Celebrate when your children use these as well. Develop speaking and listening skills through short family discussions where everyone shares an idea and you respectfully build on these ideas, ask your child to summarise the story aloud in a few sentences. Model have a variety in tone, pitch, volume and pace in conversations can impact meaning and the audience. 	<p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Discuss and explore the narrative structure (orientation, rising actions, problem, falling action & resolution) through a variety of texts, short novels, picture books, short films and/or movies. When reading, identify what language features (noun groups, precise verbs, varied sentence structures) have helped communicate to the reader the mood/tension, event or plot. When spelling unfamiliar words, model breaking it into sounds and/or syllables and saying the sounds as they write the unfamiliar word. Continue to develop and build on vocabulary, focusing on precise verbs. <i>Example, instead of walk – scrambled, dashed, raced, tip toed, crept etc.</i>
Mathematics	<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 Begin to explore mathematical modelling to solve practical problems. Begin to make connections between equivalent fractions and decimal notation. Count by fractions including mixed numerals, locate and represent these fractions as numbers on number lines. Use materials to recognise line and rotational symmetry and create symmetrical patterns and pictures. Create and interpret grid reference systems. Create multiple data displays from student generated questions. <p>Assessment task – to choose rounding and estimation strategies to determine reasonableness and use the properties of odd and even numbers.</p> <p>Assessment task – to create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns.</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. Continue to use mathematical modelling to solve practical problems involving additive and multiplicative situations. Recall and demonstrate proficiency with multiplication facts up to 10x10 and related division facts. Apply facts to mental strategies for computation. Develop and use surveys and digital tools to generate data and conduct a statistical investigation. <p>Monitoring task – To find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns.</p> <p>Assessment task - To convert between units of time when solving duration problems.</p> <p>Assessment task – To use scaled instruments and appropriate units to measure length, mass, capacity and temperature. To measure and approximate perimeters and areas.</p>
	<p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Identify if numbers you come across are odd or even and the reason why (letter box numbers when driving are great for this). When shopping, talk about money and decimals (e.g. \$3.50) and how they relate to fractions (50 cents is half a dollar). Explore real-world examples of fractions (baking is great here). Involve your child in real-life problems. "We need 24 cupcakes. If each tray holds 6, how many trays do we need?" Encourage them to explain their thinking, not just the answer and identify any 'variables' such as, some people might eat cupcakes, or they might not like vanilla cupcakes. Count by $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$ fractions and transfer to a number line. Play Battle Ships or any other game with a grid reference system. 	<p>Suggested at home ideas to support and develop your child's learning:</p> <ul style="list-style-type: none"> Strengthen addition and subtraction facts through quick daily practice (car trips, dinner table questions, card games). Tell them, if they know $3 + 7$, then they know $30 + 70$ and $300 + 700$ etc. Explore fractions and decimals in real life — cutting food into equal parts, measuring ingredients, or looking at prices while shopping. Talk about how $\frac{1}{2}$ is the same as 0.5 Practise multiplication facts up to 10×10 in short, regular bursts. Link multiplication and division (e.g. If $6 \times 4 = 24$, then $24 \div 6 = 4$).

<p style="text-align: center;">Science</p>	<p>In this integrated inquiry, students will explore the following big inquiry question: <i>Is change always a good thing?</i></p> <p>Through the concept of change they will explore the following questions:</p> <ul style="list-style-type: none"> • What are forces and what can we discover about it? • Are there different types of forces? • How do forces change and as a scientist, how do I communicate these changes? • What forces can I see? • What are the different types of materials? Which ones were present or available during the First Fleet? • What is the relationship between materials and their purpose? <ul style="list-style-type: none"> • When exploring and investigating, which questions should I pose and what predictions can I make? • When exploring and investigating, what data do I collect and how do I organise it? • Is it important to compare my findings? • Why are fair tests important? • How do I ensure my test is fair? • The different forces and materials used in a historical game. <p>Assessment task - Students will conduct a scientific investigation different material. Assessment task – Students will design and construct a game for members to play on the First Fleet, identifying the different forces required to play their game.</p>	
<p style="text-align: center;">HASS</p>	<p>Students will explore the following big inquiry question: <i>Should we have laws?</i></p> <p>Through the concept of roles and responsibilities they will understand:</p> <ul style="list-style-type: none"> • The importance of rules and laws • The difference between facts and opinions surrounding rules and laws • How to distinguish between points of view • How to share their point of view whilst respecting the views of others <p>Assessment task: Students will explore their local community and identify the services provided by their local government. They will identify rules and laws within their own community and how these affect them.</p>	<p>In this integrated inquiry, students will explore the following big inquiry question: <i>Is change always a good thing?</i></p> <p>Through the concept of change they will explore the following questions:</p> <ul style="list-style-type: none"> • Is discovery/change always a good thing? • What is a colony? • What events influenced people to discover? • Cause and effect relationship surrounding the First Fleet. • Who is Captain Cook and what was his impact? • What was the impact of British colonisation? • How do I know what is 'significant/key' information? • How can I organise my thinking? (use of graphic organisers) <p>Assessment task: Students will identify and describe the significant events and causes that lead to the first British colony in Australia. Assessment task: Students identify the effects of colonisation of the lives of First Nations Australians and the local environment.</p>
<p style="text-align: center;">Health</p>	<p style="text-align: center;"><u>What is empathy?</u></p> <p>Students will develop the personal and social skills needed to build and maintain positive relationships. They will learn how to communicate respectfully, manage conflict, show empathy and strengthen friendships through thoughtful choices and actions. They will also explore the importance of valuing diversity in our community. They will discuss how recognising and respecting differences — including culture, abilities, interests and backgrounds — supports wellbeing for everyone.</p> <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understanding.</p>	
<p style="text-align: center;">Physical Education</p>	<p style="text-align: center;"><u>Cross-country</u></p> <p>Students refine fundamental movement skills and apply movement concepts and strategies to participate effectively in cross-country. They apply these skills, concepts and strategies to solve running challenges and run in a school cross-country race.</p> <p>Assessment - Students will run and apply concepts and strategies to manage cross-country running challenges. They will participate in a school cross-country event.</p>	<p style="text-align: center;"><u>Athletic Spectacle</u></p> <p>Students will perform an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Assessment task – Students will participate in, perform and apply an athletic-themed sequence using fundamental movement skills. They will combine the elements of effort, space and objects with strategies to perform in the event of High Jump.</p>
<p style="text-align: center;">Design Technologies</p>	<p style="text-align: center;"><u>Repurpose it</u></p> <p>Students will investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They will explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students will explore how to generate, develop and communicate a game design idea.</p> <p>Assessment - Students will design, make and evaluate a game for an individual on the First Fleet.</p>	
<p style="text-align: center;">The Arts</p>	<p style="text-align: center;"><u>Exploring issues through drama</u></p> <p>Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama</p> <p>Assessment - Students will devise, respond to and perform drama about an issue.</p>	
<p style="text-align: center;">Music</p>	<p style="text-align: center;"><u>Songs of Australia</u></p> <p>Students will continue to make music and respond to music, exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>Assessment - Students will compose, perform and respond to Australian music.</p>	
<p style="text-align: center;">Japanese</p>	<p style="text-align: center;"><u>Obento we go!</u></p> <p>Students will learn about obento culture in Japan, including the many different types of obento. They will learn to read and write the types of food that go into an obento and reflect on how eating habits are different between Japan and Australia.</p> <p>Assessment task – Students will design their own obento, using script to label it.</p>	