Y04 Curriculum Overview Semester 2 2026

English

Term 3

Reporting on Topics of Interest

Students engage with a range of increasingly complex and technical texts, including informative texts related to topics of interest and topics being studied in other learning areas.

They read, view and comprehend texts by integrating phonic, semantic and grammatical knowledge to build accuracy and fluency. Students use strategies to identify literal and inferred meanings, expand their topic knowledge and evaluate information.

Students explore how authors organise and present information and consider how informative text structures and language features, including headings, bold text and italics, help readers locate and understand information. They examine how visual features, such as images, diagrams and layout, complement, extend or shape meaning.

Through shared and independent writing experiences, students create informative texts organised into paragraphs containing relevant and logically linked ideas. They use increasingly precise language to express and develop their ideas. Students also continue to strengthen their phonic and morphemic spelling knowledge through explicit, targeted instruction.

Assessment task: *Students will create written and multimodal information text for an audience.*

Suggested **at home ideas to further support and develop the learning:**

- Discuss the different purposes of texts that you encounter throughout your week. Is this text's purpose to persuade, entertain or inform? How do you know? What language features support its purpose?
- Model any informative noun groups (the students are good at imaginative noun groups – the *vile and smelly knight* – however informative noun groups can be slightly trickier) *the tiny droplets, flowing rivers, deep blue ocean, hot and dry desert.*
- Point out how photographs, diagrams, captions and page layout add to the reader's understanding.
- Read a variety of texts, modelling fluency, expression and intonation.
- If writing with your child at home and they become stuck on a word, ask them to '*say the sounds as you write the words*' or '*break it into syllables'*
- If writing, ensure every sentence begins with a capital letter, is a complete idea and finishes with either a *.!?*.

Term 4

Building an Argument

Students engage with a variety of texts that provide a stimulus for building an argument. They read, view and comprehend texts that extend them as independent readers. Students explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. They identify the subjective language of opinion and feeling, and the objective language of factual reporting.

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. They continue to develop and refine their accuracy and mastery of simple, compound and complex sentences. Students engage in morphemic, orthographic and phonic spelling knowledge through explicit, targeted instruction.

Assessment task: *Students will create a spoken argument to share and extend ideas, opinions and information about a topic.*
Assessment task: *Students will read, view and comprehend an informative text.*

Suggested **at home ideas to further support and develop the learning:**

- Read or watch age-appropriate advertisements, reviews, news reports and opinion pieces together. Discuss how the purpose of these texts aligned to their language choice and audience.
- Identify synonyms for good and bad such as amazing, excellent, brilliant, horrible, terrible and/or disgusting.
- Discuss the difference between a fact or an opinion.
- Use the 5whys to support them in developing reasons as to why their idea is important (you just keep asking them 'why does that matter? to each of their statements/opinions)
- Continue to support them to read a variety of texts.
- Practise linking ideas with words such as *also, because, however, for example* and, *therefore*.
- If writing at home, ensure every sentence begins with a capital letter, is a complete idea and finishes with either a *.!?*.

Mathematics

Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will:

Term 3

- Use place value with decimals (tenths and hundredths) using decimal notation correctly.
- Develop efficient strategies for addition, subtraction, multiplication and division (with no remainder).
- Use mathematical modelling to solve real-world problems (e.g. shopping or budgeting), write number sentences, choose efficient strategies, and explain the meaning of their answers.
- Recall multiplication facts up to 10 × 10 and the related division facts and use them to calculate larger numbers mentally.
- Find equivalent fractions using related denominators and connect fractions and decimal numbers.
- Count by fractions, including mixed numbers, and show these on number lines.
- Measure and compare length, mass, capacity, time and temperature.
- Estimate and calculate perimeter and area.
- Gather and use data to answer questions, use digital tools to create graphs and other displays and discuss what the data shows.
- Plan and carry out a statistical investigation.
- Describe the outcomes of everyday chance events and identify which re more or less likely to happen.

Assessment Task: *To use mathematical modelling to formulate and solve a practical problem.*
Assessment Task: *To order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results.*
Assessment Task: *To represent tenths as decimals and as fractions on a number line.*
Monitoring Task: *Measuring length, mass, capacity, temperature, perimeter and area.*

Suggested **at home ideas to further support and develop the learning:**

- Talk to them about the real-world importance of data and statistics. Make them aware of any real-world examples.
- Using real-world examples of probability discuss the outcomes of events taking place, using the language of *likely*, *unlikely*, *certain* or *impossible*.
- Explore decimal notation with your child – make connections between simple fractions and decimal notation.
- Bake together, identifying how ½ cup of sugar is less than ¾ of a cup of flour.
- Recall times tables and relative division facts up to x10.
- Discuss real world examples of when we use area and perimeter – show them your calculations.

Term 4

- Learn to use efficient strategies and digital tools to solve addition, subtraction, multiplication and division problems (when there's no remainder).
- Mathematical modelling to solve real-life problems (such as shopping or budgeting), write number sentences, choose the best strategy, and explain what the answer means in context.
- Recall multiplication facts up to 10 × 10 and the related division facts, and use them to calculate larger numbers mentally.
- Learn to find missing numbers in equations with addition and subtraction by using their understanding of number properties.
- Collect and organise data to answer questions, using digital tools to create displays like pictographs, column graphs, and other visualisations. They will also discuss and interpret what these graphs show.
- Plan and conduct statistical investigations, using surveys or other data collection methods. They will record, display and interpret the results, and communicate their findings.

Monitoring task: *To use their proficiency with addition and multiplication facts to add and subtract, multiply and divided numbers.*
Assessment task: Using surveys to conduct statistical investigations.
Monitoring task: *To use mathematical modelling to solve a financial problem.*

Suggested **at home ideas to further support and develop the learning:**

- Ask you children to calculate some items from the shop mentally (only a few items at once please).
- Recall times tables and relative division facts up to x10.
- Explore and identify real-world examples of Mathematics.
- Explore how the weather is recorded in different ways and how to interpret the data.
- Review and revise addition and subtraction calculations, including if they need to borrow or trade from the next place value column. Ensure to have some sums with a 0 in them.

Science

Students will explore the following big inquiry question:

Does every drop count?

Through the concept of 'conservation,' they will explore the following:

- What is the water cycle and why is it important for me?
- How are the different stages in the water cycle interconnected?
- How can I explain each stage?
- What is an urban water cycle?
- How can I actively conserve water?
- How can I promote being water wise?
- What processes do scientists use to collate data? Why is this important?

Assessment task: *Students will create a visual representation of the water cycle, annotating the stages, identifying the source of water and communicating ways to conserve water.*

Students will explore the following big inquiry questions:

Do we need different environments? Do environments matter?

Through the concept of 'conservation,' they will explore the following:

- What are the different roles, interactions and relationships within an environment?
- What are the differences between a consumer, producer and a decomposer within an environment?
- How can I represent a food chain?
- How can I represent the interconnections and relationships within my chosen environment to communicate my knowledge and understanding?
- What scientific language & symbols do I need when representing the different roles, interactions and relationships within an environment?

Assessment task: *Students will research the different roles of producers, consumers and decomposers. They will explore food webs and the impact of the introduction of a new species.*
Part B: Students will investigate different scientific data sets. They will develop a graphic organiser to record their information and measurements, then transfer this data onto an appropriate graph.

HASS

Students will explore the following big inquiry questions:

Do we need different environments? Do environments matter?

Through the concept of 'conservation,' they will explore the following:

- Why environments are important?
- What the different types of environments and how do they differ?
- What are renewable and non-renewable resources?
- How are renewable and non-renewable resources managed?
- How can I pose an investigable question?
- What information and data can I obtain from my sources?
- Which graphic organisers are best suited to collecting and recording my information?

An assessment task will be developed as part of the collaborative inquiry process.

Health & Media Arts

Personal Development & Respectful Relationships

Students will participate in a seminar surrounding personal development. They will investigate skills and strategies to interact respectfully with others, deepening their understanding of the relationship between inclusion and inclusive practices. Students will explore how, where and why media arts are created. They will use media art techniques to communicate a social message through stop motion.

Assessment Task: *(Stop motion) Students will communicate a social message regarding inclusive practices within their school community. They will identify and describe the use of media technologies used in their own artwork.*

Physical Education

Crazy about cricket

Students will apply strategies for working cooperatively, applying rules fairly and demonstrating inclusion. They refine striking and fielding skills and concepts in active play and games, including cricket. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games.

Assessment task - Students will apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games.

Sport for All (Part 2)

Students will develop and refine the fundamental ball control skills of passing, catching, kicking, and dribbling and apply them to a range of movement situations. They develop an understanding of field game movement concepts within the context of Rounders.

Assessment task - Students will demonstrate ball control skills in a variety of situations. They will understand how to create and use space to their advantage.

Digital Technologies

What digital systems do you use?

Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language

Assessment task - Students explain what they know about digital systems and create a simple guessing game using visual programming language.

The Arts

Exploring issues through drama *(*Moved from Semester 1)*

Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama

Assessment - Students will devise, respond to and perform drama about an issue.

Patterns in the playground

Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.
Assessment task – Students explore artists' use of patterns and surfaces from their surroundings in the artworks they make.

Music

Musical characters and action

Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.

Assessment task - Musical characters and action: Collection of work: *Students perform, compose and respond to music that represents characters and action portrayed in film, television and media.*

Japanese

Japanese – Kazoku (Family)

Students will learn to talk about their family, including names of family members and number of people in their family. They will practise writing this information in hiragana and kanji scripts. They will also delve into the Japanese way of family life and compare it to their own.

Assessment: Students will write and perform a rap about their family in Japanese in front of the class or teacher.