YEAR 4 Curriculum Overview Term 4 2026



PEDAGOGICAL FRAMEWORK
Gradual Release of Responsibility

1. What am I learning?
2. Why am I learning this?
3. How will I know that I have learnt it?

ENGLISH

1. Students **create** a cereal product and persuasive speech to convince an audience to buy their cereal.
2. To **develop** an understanding of the effects of advertising techniques on consumers.
3. **Students will:**
   - **Design** a cereal product
   - **Plan, write** and **present** a persuasive speech to their class
   - **Listen** to presentations and **share** key details.

LIBRARY (Specialist Teacher)

1. Students **develop** research skills and **generate** ideas for 'quick writes.'
2. To **develop** confidence in inquiry tasks and **consolidate** knowledge of generic conventions.
3. **Students will:**
   - **Identify** suitable texts for researching packaging materials
   - **Write** quick responses to stimulus, using the appropriate planning template.

THE ARTS – MUSIC (Specialist Teacher)

1. Students **collaborate** to **arrange** and **compose** sound, silence, tempo and volume in music.
2. To **learn** about and **appreciate** how music is composed.
3. **Students will:**
   - **Identify** different musical elements by listening and responding
   - **Use** a range of instruments to make music with a small group of peers.

MATHEMATICS

1. Students **develop** knowledge within the number, measurement and statistics strands of the Australian Curriculum.
2. To **understand** how to apply maths skills and concepts in their everyday lives.
3. **Students will:**
   - **Use** mathematical modelling to **solve** financial and other practical problems
   - **Formulate** problems using number sentences
   - **Solve** problems choosing efficient strategies and **interpret** results in terms of the situation
   - **Choose** rounding and estimation strategies to **determine** reasonableness of calculations
   - **Use** scaled instruments and appropriate units to **measure** mass, capacity and temperature
   - **Convert** between units of time when **solving** problems involving duration
   - **Create** many-to-one data displays, **assessing** the suitability of displays and **discussing** shapes of distributions and variation in data
   - **Use** surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and **communicate** their findings in context.

PHYSICAL EDUCATION (Specialist Teacher)

1. Students **develop** gymnastics skills.
2. To **improve** balance and coordination.
3. **Students will:**
   - **Perform** counter-balance moves with a partner
   - **Collaborate** to **create** group balances.

SCIENCE

1. Students **explain** how the properties of different materials influence their use in everyday life, and how we can make more sustainable choices by reducing, reusing, and recycling materials, particularly involving packaging.
2. To **understand** how materials work and how they affect the environment, informing more responsible choices.
3. **Students will:**
   - **Identify** and **classify** materials based on their observable properties
   - **Describe** how the properties of materials affect their uses in everyday life
   - **Explain** the environmental impact of using plastic and the benefits of reduce, reuse, recycle practices
   - **Compare** plastic with alternative packaging materials and **discuss** which are more sustainable
   - **Communicate** their findings.

HEALTH

1. Students **identify** personal strengths and characteristics that align with leadership qualities. They **identify** and apply skills and strategies to **interact** respectfully with others.
2. To **understand** how they can be active and informed community members and **communicate** their strengths with others.
3. **Students will:**
   - **Identify** personal strengths
   - **Make connections** between leadership qualities and their own strengths
   - **Self-reflect** and set goals for continuous improvement
   - **Analyse** and **apply** effective communication strategies.

HUMANITIES AND SOCIAL SCIENCES

1. Students **explore** government leadership styles, including democracy. They **compare** and **understand** the importance of rules and laws in different contexts.
2. To **participate** in community safely and actively.
3. **Students will:**
   - **Identify** how decisions can be made democratically
   - **Explain** why rules exist in society
   - **Describe** how they participate in my community
   - **Explain** the difference between rules and laws.

LANGUAGES – ITALIAN (Specialist Teacher)

1. Students continue to **use** Italian language to discuss food, eating habits and mealtimes.
2. To **demonstrate** understanding around how the Italian language is connected with culture and **identify** how this is reflected other language(s) and culture(s).
3. **Students will:**
   - **Name** meal times
   - **Name** traditional Italian food
   - **Compare** food and eating habits in Italy with Australian and other Countries.

SPECIAL EVENTS

- Character Builders Incursion – 27 October
- Lingo Fest – 11 November
- JS Arts Jam – 13 November
- Year 3 Dance Performance – 25 November
- Year 3 to Year 5 Track dance: 3–9 Steps Forward Performance – 2 December
- Yr 3-5 Swimming Carnival – 4 December
- Free Dress Day & Christmas Appeal – Week 9 TBC
- Inflatable Grove – 10 December
- Prep – Year 5 Reports emailed – 10 December