

# 2025

## Term 1 Learning Overview YEAR 4

<p><b>English</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in spelling focuses on phonics, word patterns and the importance of morphology (the study of word structure, including prefixes, suffixes, and meaning/root of a word)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Novel Study – reading, writing and discussion tasks will be complementary to the text (Yr 4 'Bella and the Wandering House' by Meg McKinlay, Yr 4/5 'Storm Boy' by Colin Thiele)</li> <li>• Fluency - teacher guided and independent practice of a given passage to rehearse phrasing, pace, accuracy, intonation and expression</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Poetry</li> <li>• Syntax and grammar – explicit instruction focussing on the types of sentences and expanding them using verbs, adverbs and adjectives</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• Whole number concepts to 999 999, eg place value, ordering</li> <li>• Times tables fluency to 10 x</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Lines and angles</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>• Vocabulary of probability, chance experiments</li> </ul>
<p><b>HaSS</b> (Humanities &amp; Social Sciences)</p>	<p><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Laws</li> <li>• Local government</li> </ul>
<p><b>Digital Technologies</b></p>	<ul style="list-style-type: none"> <li>• Coding concepts - on and offline</li> <li>• e-Safety</li> </ul>

<b>Design Technologies</b>	<p><b>Garden</b></p> <ul style="list-style-type: none"> <li>• Introduction to the safe use of garden tools and personal safety in garden classroom</li> <li>• Introduction to processes and routines for a productive garden</li> </ul> <p><b>Kitchen</b></p> <ul style="list-style-type: none"> <li>• Introduction to safety and behaviour rules in the kitchen classroom</li> <li>• Introduction to cookery terms and measuring equipment</li> </ul>
<b>Italian</b>	<ul style="list-style-type: none"> <li>• Consolidation of Year 3 vocabulary - using whole numbers 1-100, adjectives, time words, family</li> <li>• Basic verb conjugations (avere/essere)</li> <li>• Writing sentences using adjectives</li> </ul>
<b>Physical Education</b>	<p><b>Throwing and Catching</b></p> <p>Exploring different styles of throwing and catching through a variety of individual and team games and activities</p>
<b>Health</b>	<ul style="list-style-type: none"> <li>• Understanding empathy and valuing differences in people</li> <li>• Using assertiveness in adverse situations and conflict resolution</li> <li>• Establishing and maintaining healthy relationships</li> </ul>
<b>The Arts - Music</b>	<ul style="list-style-type: none"> <li>• Learn songs for assembly, Harmony Week and ANZAC Day</li> <li>• Choir auditions</li> <li>• Revise basic rhythms and learn dotted minim/dotted half note</li> <li>• Expressive concepts – smoothly (legato), short and detached (staccato)</li> <li>• Revise binary (AB) form of music (form is the way music is put together – the plan/map, A is different to B to contrast)</li> <li>• Ternary (ABA) form</li> <li>• Bridge and coda sections of a song</li> </ul> <p>Concepts and skills are introduced and developed during activities involving singing, chanting, moving and playing of instruments. Students are provided with opportunities to listen to, perform and reflect on performances.</p>
<b>The Arts – Visual Art</b>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Colour</li> </ul>
<b>Science</b>	<p><b>Earth Sciences</b></p> <ul style="list-style-type: none"> <li>• Exploring how weathering and erosion of rocks causes changes in the Earth's surface</li> </ul> <p><b>Science Inquiry Skills</b></p> <ul style="list-style-type: none"> <li>• Review creating a fair test</li> <li>• Identifying scientific variables when given a question to investigate</li> </ul>