



# 2026

## Term 1 Learning Overview YEAR 4

<b>English</b>	<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 'Uncle XBOX' by Jared Thomas and Year 3/4 '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>• Figurative language (poetry)</li><li>• Story writing (narrative)</li></ul>
<b>Mathematics</b>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"><li>• Addition, subtraction, multiplication and division strategies and solving word problems</li><li>• Strategies to solve 6, 7, 8, and 9 times tables</li><li>• Times tables fluency to 10 x 10 (all year)</li></ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"><li>• Types of lines</li></ul> <p><b>Probability and Statistics</b></p> <ul style="list-style-type: none"><li>• Graphing: selecting, creating, and interpreting data and graphs</li></ul>
<b>HaSS</b> (Humanities & Social Sciences)	<p><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"><li>• Rules and laws (Terms 1 and 2)</li></ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"><li>• Geographical features of Europe and Africa</li></ul>
<b>Digital Technologies</b>	<ul style="list-style-type: none"><li>• Review of digital systems and peripheral devices</li><li>• e-Safety</li></ul>

<p style="text-align: center;"><b>Design Technologies</b></p>	<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>
<p style="text-align: center;"><b>Italian</b></p>	<ul style="list-style-type: none"> <li>• Consolidation of Year 3 vocabulary - whole numbers to 1000, adjectives, time words, family</li> <li>• First to third-person verb conjugations (avere/essere)</li> <li>• Expressing the date in Italian</li> </ul>
<p style="text-align: center;"><b>Physical Education</b></p>	<p><b>Throwing and Catching</b></p> <ul style="list-style-type: none"> <li>• Applying different throwing and catching skills to a variety of individual, small team and whole class games and activities, with a focus on volleyball and netball</li> </ul> <p><b>Infinite Limits dance fitness program</b></p> <ul style="list-style-type: none"> <li>• Movement skills through the medium of dance fitness</li> </ul>
<p style="text-align: center;"><b>Health</b></p>	<ul style="list-style-type: none"> <li>• Strategies to remain safe at school, at home and online</li> <li>• Strategies to promote a healthy lifestyle including sun safety</li> </ul>
<p style="text-align: center;"><b>The Arts - Music</b></p>	<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>• 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> <li>• Respond to performance (Kaboom Percussion incursion) and identify how musical elements communicate meaning, ideas and mood</li> <li>• Discuss composers' musical works', their purpose, and the musical elements used within them</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>
<p style="text-align: center;"><b>The Arts – Visual Art</b></p>	<ul style="list-style-type: none"> <li>• Review Colour theory (colour wheel tints/shades/monochromatic)</li> <li>• Revise elements of art (colour, line, shape, texture)</li> <li>• Explore drawing and painting techniques</li> <li>• Talk about artists/artworks using simple art language</li> </ul>

## Science

### Earth Sciences

- Exploring how weathering and erosion of rocks causes changes in the Earth's surface

### Science Inquiry

- Review creating a fair test
- Identifying scientific variables when given a question to investigate